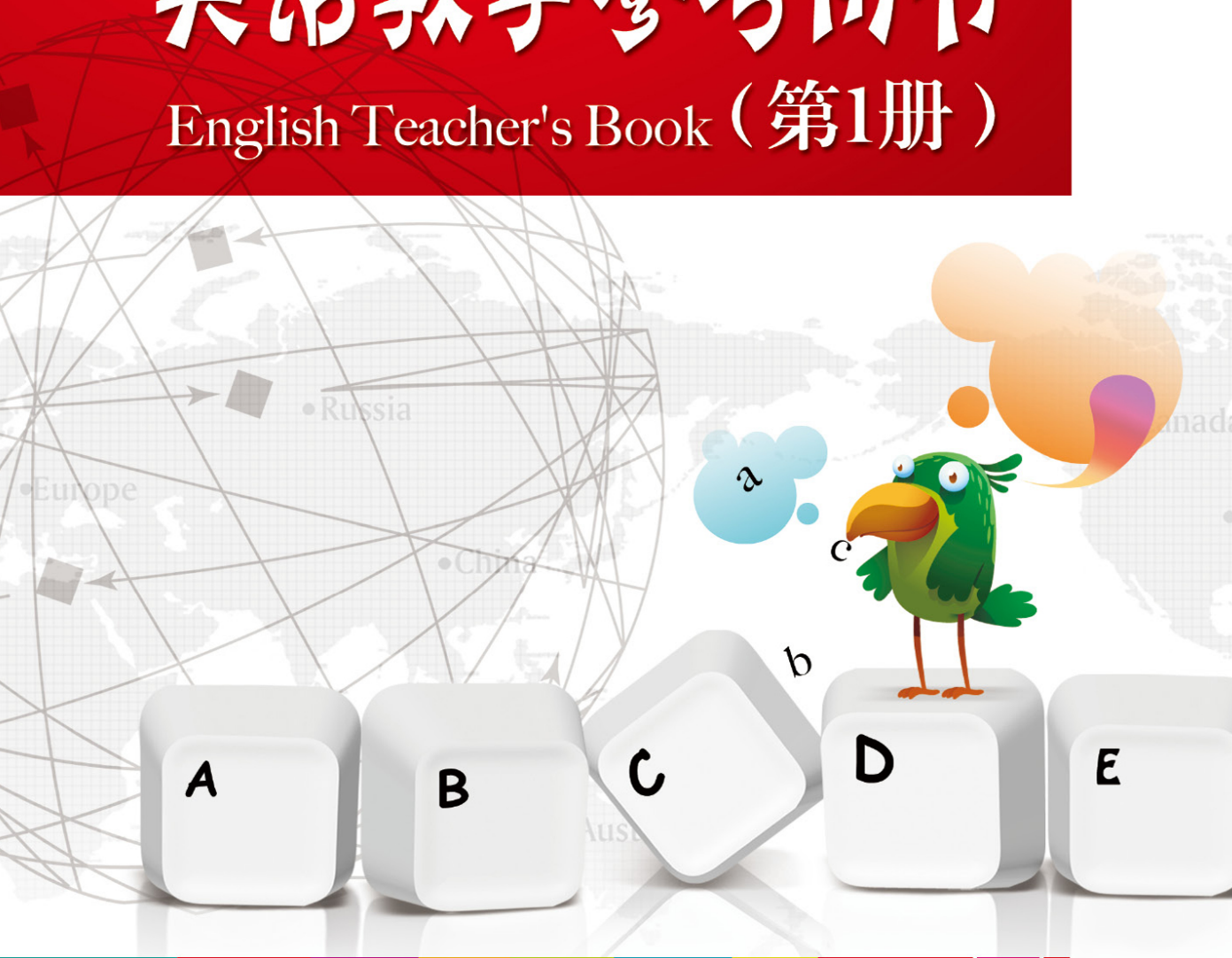


河南省职业技术教育教学研究室 编

河南省中等职业教育公共课精品教材

# 英语教师参考用书

English Teacher's Book (第1册)



电子工业出版社

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# 河南省中等职业教育公共课精品教材

## 《英语（第1册）（第2版）》

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## 《英语（第1册）（第2版）》

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# 前 言

河南省中等职业教育公共课精品教材是以《中等职业学校英语教学大纲》(2009 年版)为基本依据,围绕“以服务为宗旨、以就业为导向”的办学方针和“以全面素质提高为基础、以综合职业能力为本位”的教学指导思想,紧密结合当前职业教育发展的新形势和中等职业学校学生实际情况而编写的。

主干教材分第 1 册和第 2 册,是大纲规定的各专业学生必修的公共基础英语课教学内容。其中,第 1 册以零起点起步,归纳复现九年义务教育阶段的英语基本语言知识和能力,由浅入深,循序渐进;第 2 册是在第 1 册基础上适当扩展基本语言知识和技能,兼顾了不同基础的学生水平的提高。既注重学生职业能力的培养,又注重与高职招生、对口升学及相应的英语水平考试衔接,体现了中等职业教育的理念和特色,为学生今后进一步学习和发展打下良好基础。

主干教材选材内容贴近现代生活,富有较强的时代气息,有利于提高学生的人文素养。以主课文话题为主线,以训练和培养学生的语言能力为目标,设计出语言情景和操作路径,步步引导,反复训练,便于教师实际操作和学生主动参与,突出了“做中学,学中做”的新教学理念,有利于学生基础语言知识的掌握和未来职业语言能力的提高。

主干教材每册 10 个单元,每单元由 8 个部分组成,即“热身”、“阅读”、“综合技能”、“语法”、“生词表”、“单元小结”、“学习建议”、“音乐欣赏”。其中,“阅读”配有注释和读后练习;“综合技能”包括听、说和写三部分;“语法”和“生词表”便于学生自主学习。内容以实用为主,够用为度,设计路径环环相扣,便于操作,便于掌握。每册教材后附有按字母顺序排列的总词汇表、不规则动词表及新国际音标,供教师和学生参考。

每册教材均有配套学生《练习册》和教师《教学参考用书》,同时配有听力部分的外籍教师录音带,构成了完整的教学资料体系。

《英语教学参考用书》紧密配合主干教材,分单元提出“教学目的和要求”、“教学建议”、“补充参考材料”、“练习册指导”和“参考译文”。其中,“教学建议”对教学单元的“热身”、“阅读”、“听”、“说”和“写”等各部分分别提出教学建议并给出各项练习的参考答案,供教师参考使用。

本书是《英语教学参考用书(第 1 册)》。张小妹担任主编,赵庆娜担任副主编,参编有梁君、王宇慧、王俊红、上官潇潇、王会琴、陈冰、王燕。王立善、朱亚莉担任主审。另外,王晓令、张敏、杨树俊参加了教材编写的研讨,并提出了建设性的意见。

由于时间仓促,编者水平有限,教材中难免有错误和不当之处,恳请广大读者批评指正。

编 者  
2014 年 6 月

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类别	要求掌握的语言知识和语言能力要点
话题	basic knowledge about our new school; how to introduce somebody or something to somebody else
词汇	new, school, good, morning, hello, nice, meet, too, how, fine, thank, everyone, welcome, name, student, very, glad, here, today, now, let, show, campus, look, classroom, building, there, lab, many, teacher, room, in, on, floor, large, bright, class, library, great, book, have, read, can, see, next, dormitory, dining-hall, bedroom, go, playground, way, please, play, basketball, football, after, every, day, love, all, study, hard, visit, time, want, good-bye, bye-bye, afternoon, evening, later, tomorrow, friend, sorry
短语	welcome to..., be glad to do..., show somebody something, look at..., a great many, reading room, next to..., go to..., after class
功能	<div> <div> (1) 打招呼及应答  Hello! / Hi!  Good morning (afternoon, evening).  How do you do?  How are you?  I'm fine, too. Thank you.  (I'm) glad to meet you.  (It's) nice to meet you. </div> <div> Hello! / Hi!  Good morning (afternoon, evening).  How do you do?  Fine, thank you. And you?  Glad to meet you, too.  Nice to meet you, too. </div> </div> <div> (2) 道别及应答  Good-bye!  Bye-bye!  See you later (tomorrow)! </div> <div> Good-bye!  Bye-bye!  See you! </div> <div> (3) 把一个人介绍给另一个人  Hi, Wang Lin. This is Nancy. </div>
语法	(1) 主—系—表结构 I am a student. This is our new school. (2) There be ...某处 (是) 有..... There are many books in the school library.



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是我们的新学校。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

#### (一) “热身” (Warming Up)

“热身”部分提供了三幅图片，两幅是熟人之间打招呼，一幅是介绍某人给某人。根据这三幅图设计了三种熟人之间打招呼及应答、介绍某人给某人的常用的语言，让学生用这些常用语展开讨论。在学生讨论的过程中教师可给予适当的指导。例如，如何用英语打招呼，如何介绍别人。

#### (二) “阅读” (Reading)

“阅读”部分是一篇介绍新学校的文章。全文共四段：第一段简单地介绍了一下自己；第二段介绍了学校的布局；第三段为总结；第四段对来访者表示感谢。

#### (三) “读后” (Post-Reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了一个练习，主要用来帮助学生更好地理解课文的内容。练习要求学生依据课文内容完成下列句子，目的是检查学生对整篇课文的理解情况及对课文中出现的词汇、短语及重点句型的掌握情况。

##### 2. 热点词汇与短语训练 (Useful Words & Expressions)

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇和短语。共两项练习：练习1要求学生用从课文中学到的词汇和短语的正确形式填空，这个练习主要检查学生对词汇的掌握情况；练习2要求学生用be动词的正确形式填空，主要是考查学生对be动词用法的掌握情况及灵活运用能力。

#### (四) “听力” (Listening)

“听力”部分是一段见面打招呼、介绍和道别的对话，设计了一个填空练习。学生首先听一遍录音，然后复述所听内容；听第二遍录音后填写所听内容；听最后一遍录音时核对答案。建议让学生面对全班同学复述所听录音内容并在课堂上进行表演，这样做效果更好。

#### (五) “说” (Speaking)

在“说”部分首先给学生功能句型，并给出一个对话模型。让学生用所给功能句型，仿照模型编写一段对话并进行表演。如果学生在表演过程中能把所学的“打招呼”、“介绍别人”和“道别”等句型融合在一个对话里，效果会更好。这样做不仅满足了学生的表现欲，调动了学生的学习积极性，而且还增强了学生的参与意识，提高了他们学习英语的兴趣。

#### (六) “写作” (Writing)

“写作”部分要求学生写一篇自我介绍。这部分要求学生利用所掌握词汇、句型，写一



篇 50 字左右的自我介绍，尽量做到无语法错误。

### （七）“语法”（Grammar）

“语法”部分涉及的要点是 S+V+P（主—系—表）句型和 There be +S +Prepositional Phrase（There be—主—介词短语）句型。课堂上设计些趣味性强的练习，如让学生用这两个句型连词成句、词语接龙等，以增强语法课的趣味性。

### （八）“小结”（Summing Up）

“小结”部分涉及四项内容：（1）让学生总结所学的常用动词；（2）让学生总结所学的名词；（3）让学生总结所学的常用词组；（4）让学生总结所学的新的语法项目。

本单元涉及的要点如下。

（1）学习并初步掌握本单元“教学目的和要求”中的词汇和短语，掌握如何打招呼、如何道别及如何把一个人介绍给另一个人等表达方式。

（2）学习并掌握 S+V+P（主—系—表）句型和 There be +S +Prepositional Phrase（There be—主—介词短语）句型。

### （九）“学习建议”（Learning Tip）

“学习建议”部分向学生提供了日常生活中常见的警示语，让学生初步养成注意留心信息的好习惯。

### （十）“音乐欣赏”（An English Song）

“音乐欣赏”部分选用《ABC 英文字母》歌曲，增强趣味性，增强学生学习英语的积极性。

本单元涉及的要点如下。

- （1）学习并理解“**Our School**”中的内容。
- （2）学习有关问候及应答方面的日常交际用语。
- （3）学习并掌握本单元“教学目的和要求”中的词汇和短语。
- （4）学习并掌握主—系—表结构和 There be...句型的用法。
- （5）掌握 26 个英文字母的正确读音及规范书写。

## 二、教学建议与参考

### （一）热身

教师既可以首先组织同学阅读“热身”部分的有关内容，也可以提几个问题让学生回答，或者让同桌通过相互提问来呈现“热身”部分的内容。本部分的图片是熟人之间打招呼，以及把一个同学介绍给另一个同学等。可提示学生如何用英语打招呼、介绍自己、介绍别人。让学生用所掌握的语言展开讨论。在学生讨论过程中教师可给予适当的指导。

首先，教师可以让学生相互提问来呈现“热身”部分的内容。

例如：Picture 1、Picture 2 & Picture 3——Greetings and Responses

How do people greet each other when they meet on campus (in the street...)?

How do people response to others' different greetings?



How do people greet someone when they meet for the first time?

然后，引导学生归纳总结。

What greetings are often used in our everyday life?

What responses are used?

Greetings	Responses
Hello! / Hi!	Hello! / Hi!
Good morning (afternoon, evening).	Good morning (afternoon, evening).
How do you do?	How do you do?
How are you?	Fine, thank you. And you?
I'm fine, too. Thank you.	
( I'm ) glad to meet you.	Glad to meet you, too.
( It's ) nice to meet you.	Nice to meet you, too.

## (二) 阅读

### 1. 本课的阅读目的

(1) 让学生进一步学习和使用恰当的阅读方法与技能，如细读、总结、归纳内容的能力及猜测词义的能力等。

(2) 学习和使用向他人介绍自己、介绍事物的句子。

(3) 学习并掌握本课的词语、表达方式及语法结构。

### 2. 本课的教学步骤

(1) 要求学生独立阅读课文，仔细理解课文第一句和第二句的意思，掌握段落大意。对于阅读中出现的生词，学生既可以根据上下文猜测词义，也可以暂时忽略。当然也可首先学习一些生词，以帮助理解。

此外，教师还应设计一些问题，让学生在阅读时参考。例如：

What is the boy's name?

How many classrooms are there in the classroom building?

Are there many books in the school library?

Where is the dining-hall?

(2) 两人一组开展交流讨论，相互问答，以加深对阅读内容的理解。

(3) 学生对自己不懂的词汇、短语和句子可向全班提问，征求答案。教师既可以首先针对学生的问题进行简要的讲解，也可以就课文中的某些内容进行提问，以了解学生的理解情况，最后教师再进行讲解归纳。例如：

I'm very glad to meet you here today.

Now, let me show you the campus of our school.

We can read many newspapers and magazines after class in the reading rooms.

Can you see the red building next to the library?

Many students play basketball and football here after class every day.

Well, thank you for your visit.

(4) 通过以上步骤让学生初步掌握文章整体脉络后，再让学生细读课文，捕捉具体细节，

归纳课文大意与段落大意，加深对文章的理解。

(5) 在学生对课文有了整体与细节的理解之后，让他们再次听录音欣赏全文。同时，也可引导学生再次阅读课文，以加深他们对课文中的整体脉络与重要细节的把握，以达到全面、深刻领会文章的目的。通过听课文录音，以及跟读模仿，帮助学生建立音、形、意方面的联系，让学生进一步领会全文。

(6) 讲解、练习课文中的语言知识。提示学生在阅读过程中，注意 S+V+P（主—系—表）句型和 There be +S +Prepositional Phrase（There be—主—介词短语）句型的意思与用法，及时归纳总结。词汇的讲解应密切结合上下文，明确其意思与搭配关系。详细讲解可结合语法部分进行。

### （三）阅读理解

“阅读理解”部分练习的设计都紧扣课文内容，以帮助学生在阅读中掌握段落大意与文章的细节。学生应当在阅读过程中或阅读后独立完成这些练习。教师可通过提问检查学生的理解情况，并给予适时的指导。

## Suggested Answers

### I. Reading Comprehension

#### 1. Complete the following statements according to the text.

- |   |                                      |                         |
|---|--------------------------------------|-------------------------|
| 1) new student                          | 2) classrooms, labs, teachers' rooms | 3) floor, large, bright |
| 4) students, class                      | 5) school library, a great many      |                         |
| 6) reading rooms, newspapers, magazines |                                      | 7) red building         |
| 8) after class                          | 9) basketball, football              | 10) study hard          |

### （四）词汇学习

“词汇学习”部分的练习与阅读课文联系紧密。做练习 1 时可让学生首先独立完成，再进行小组核对，然后确定答案。教师可举例说明词汇的意义与用法，让学生再次读写以加深印象。在词汇教学中，教师还可以采用“描述”的办法来帮助学生掌握。例如：

When you are glad, you'll be very glad to do everything.

做练习 2 时，提醒学生需要注意的是短文内容与课文密切相关。学生必须首先读懂短文内容，再用 be 动词的适当形式填空。

## Suggested Answers

### II. Practice of Words and Expressions

#### 1. Complete the following sentences with the correct forms of the words or expressions in the box.

- 1) is    2) next to    3) are    4) please    5) is, am, are    6) are glad to    7) let's

8) A great many    9) read    10) hard    11) after class    12) Thank, for

**2. Complete the following passage with the correct form of the verb “be”.**

am, is, am, is, are, is, are, is, is, is, is, is, are, is, are

**(五) 听力**

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如：

How do people greet each other when they meet in the morning?

What would people say when they want to introduce someone to someone else?

How do people greet each other when they meet for the first time?

What people would say to each other when they part?

(2) 首先组织学生听录音，让学生独立做练习，然后再听一遍录音，最后核对答案。

(3) 让学生复述所听内容，进行听音模仿，教师进行示范指导。

(4) 让学生表演所听对话。

**Listening Text and the Answers:**

Wang Lin: Good morning, Ms. Gao.

Teacher: Morning, Wang Lin.

Wang Lin: Hi, Fang Mei. This is our teacher. Ms. Gao.

Fang Mei: Good morning, Ms. Gao.

Teacher: Good morning, Fang Mei. Nice to meet you!

Fang Mei: Nice to meet you, too!

Wang Lin: Teacher, Fang Mei is a new student. She wants to study in our class.

Teacher: Great! Welcome to our class!

Fang Mei: Thank you, Ms. Gao.

Teacher: You are welcome. Please go to the classroom with Wang Lin.

Wang Lin: Ok. Let's go to our classroom. This way, please.

Fang Mei: Good-bye, Ms. Gao.

Teacher: Good-bye.

**(六) 说**

“说”这部分要求学生应把握本单元的功能句型，学会如何打招呼、如何道别及如何把一个人介绍给另一个人，尽可能使用课本中所提供的句型结构。牢记所学句型，把所学句型灵活地运用到现实生活中去。

这部分的教学步骤建议如下。

(1) 让学生在 3 分钟内记住打招呼、道别及把一个人介绍给另一个人的句型结构。

(2) 指导学生正确使用方框里的句型结构。

(3) 两人一组开始编对话。

(4) 让一些学生上台表演对话，教师进行归纳总结。

(5) 如有可能，要求学生把对话中的关键句型写下来。

**Follow the model and make a conversation with your partners. The useful expressions above may help you.**

**Sample:**

Wang Lin: Hello, Fang Mei. How are you today?

Fang Mei: Fine, thank you. And you?

Wang Lin: I'm fine, too. Thank you. This is my good friend, Liu Tao.

Fang Mei: Hello, Liu Tao. Glad to meet you.

Liu Tao: Glad to meet you, too.

Fang Mei: Sorry, I have to go to the library. See you later!

Wang Lin and Liu Tao: See you later!

**(七) 写作**

教师可在班级举办英语书法比赛来考核学生对英语字母的掌握程度。

写作的要求是：利用所学词汇、句型写一篇自我介绍和班级介绍的短文。

写作的教学步骤建议如下。

(1) 让学生再次仔细阅读课文，归纳段落大意和主要细节。

(2) 帮助学生明确自我介绍、班级介绍的写作要素。

(3) 说明自我介绍、班级介绍应包括的中心思想和相关细节。

(4) 教师可提供几篇范文，以帮助学生加深理解。

(5) 学生独立完成写作练习。

(6) 学生完成写作后，教师可选择几个学生的作文在全班进行交流（如使用投影、板书或学生口述等），由教师分析讲解。

(7) 交流后，学生各自修改定稿。

**Sample:**

Hello, everyone. I am a student of this class. My name is Wang Lin. This is our classroom. It is very big and bright. Our class is the best class in our school. There are fifty students in our class. Thirty of us are boys and twenty of us are girls. We are all good friends. We all study hard. Ms. Gao is our English teacher. We love our teachers. We love our class. We are very glad to study in our class.

**(八) 主题任务**

根据本单元的中心话题，建议设计以下任务型教学活动。

任务 1：写一篇自我介绍和班级介绍短文。

活动内容：自我介绍和班级介绍。

活动形式：个人活动、两人一组活动、多人小组活动、全班活动。

语言知识要求：本单元的词汇和句型。

语言技能要求：听、说、读、写。

活动步骤如下。

(1) 明确写作要求，无论是自我介绍还是班级介绍，内容需简练。只使用本单元所学词

汇和句型结构。

(2) 列出提纲, 首先简单介绍一下自己, 再着重介绍一下班级。

(3) 确定所写内容, 小组交流信息并讨论, 最终确定具体的写作内容。

(4) 确定最终稿, 全班交流, 组织评比。

(5) 小结。检测对自我介绍和班级介绍要点的掌握程度; 谈谈此次活动的收获与体会。

首先在小组内讨论交流, 再选代表在全班交流。最后, 要求学生能流利地介绍自己和自己所在班级。

任务 2: 介绍一个地方。

活动内容: 介绍自己的寝室。

活动形式: 个人活动、小组活动、交流。

语言知识要求: 利用已掌握的词汇和语法。

语言技能要求: 听、说、读、写。

活动步骤如下。

(1) 具体任务: 收集有关介绍寝室的材料。

(2) 小组活动: 学生既可以在小组内将收集的材料交换阅读, 也可以事先通过 E-mail 交流, 讨论并提出修改建议。

(3) 个人修改。

(4) 全班交流展示, 进行评议。

### (九) 语法

“语法”部分涉及的要点包括: “主—系—表”结构和 “There be ...” 结构两种句型。在教学中, 建议注意以下几点。

(1) 利用课文中相关的句子解说基本概念, 包括主语和表语的含义、系动词 be 和 “There be ...” 的用法等。

(2) 举例说明 “主—系—表” 结构和 “There be ...” 结构的肯定、否定和疑问结构。例如:

My name is Wang Lin. 我叫王林。

This isn't our classroom building. 这不是我们的教学楼。

—Is the red building your dormitory building? 那栋红色的楼是你们的宿舍楼吗?

—Yes, it is. 是的, 正是。

There are a great many books in the school library. 学校图书馆有很多书。

There isn't a student on the playground. 操场上没一个学生。

—Are there any reading-rooms in the school library? 学校图书馆有阅览室吗?

—No, there aren't. 没有。

(3) 要求学生牢记 be 动词的主语在句子中的人称和数的变化。例如:

She is a student of this school. 她是这所学校的学生。

They are Wang Lin's friends. 他们是王林的朋友。

There is a reading-room on the third floor. 三楼有个阅览室。

There are a great many girl students in this class. 这个班有很多女生。

(4) 要求学生能了解 “There be...” 句型的特殊疑问句及其回答。

① 提问句子的主语 (包括主语前的修饰语) 时, 句型一律用 “What is + Prepositional

Phrase?”（无论主语是单数还是复数都用 is）。例如：

There are some desks and chairs in the room. →What’s in the room?

② 就 There be 后面的地点状语进行提问时，句型用 “Where is / are +Subject?”。例如：

There is a student in the classroom. →Where is the student?

③ 提问可数名词(主语)前的数量时，用 how many 句型，结构为“How many Plural Nouns + are there + ...?”（主语无论是单数还是复数，be 通常要用 are）。例如：

There are a great many books in the school library.

→How many books are there in the school library?

## Suggested Answers

### 1. Fill in the blanks with the correct form of the verb “be”.

- 1) Are, am    2) is    3) is    4) is    5) are  
6) is    7) is    8) Is, is, is    9) Are, are, are, are, are    10) is, is

## 三、教学评价建议

### （一）自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening passage.	5	4	3	2	1
I’ve learned some basic knowledge about our new school.	5	4	3	2	1
I’ve learned how to greet others, introduce somebody to somebody else.	5	4	3	2	1
I can greet others in English.	5	4	3	2	1
I can make a short speech.	5	4	3	2	1
I can write an article of self-introduction.	5	4	3	2	1
I can understand, spell and use the new words and expressions in this unit.	5	4	3	2	1
I can understand the sentence patterns and write new sentences with them.	5	4	3	2	1
I have learned the grammar item S+V+ P and There be +S+ Prepositional Phrases and can use them correctly.	5	4	3	2	1
I still need more practice in _____.					

### （二）测试性评价

#### 1. Complete the following dialogue.

Fang Mei: Good morning, Miss Li.

Miss Li: \_\_\_\_\_1\_\_\_\_\_, Fang Mei.

Fang Mei: Hi, Nancy. This is our teacher, Miss Li.

Nancy: How do you do, Miss Li?

Miss Li: \_\_\_\_\_ 2 \_\_\_\_\_, Nancy. Nice to meet you!

Nancy: \_\_\_\_\_ 3 \_\_\_\_\_, too!

Fang Mei: Miss Li, Nancy is a new student. She wants to study in our class.

Miss Li: Great! Welcome \_\_\_\_\_ 4 \_\_\_\_\_!

Nancy: \_\_\_\_\_ 5 \_\_\_\_\_, Miss Li.

Miss Li: You are welcome.

Fang Mei & Nancy: Good-bye, Miss Li.

Miss Li: \_\_\_\_\_ 6 \_\_\_\_\_.

## 2. Fill in each of the blanks with a proper word.

1) Hello, everyone. My n\_\_\_\_\_ is Nancy.

2) I'm glad to s\_\_\_\_\_ you our new campus.

3) Look, this is our classroom b\_\_\_\_\_.

4) Our classroom is l\_\_\_\_\_ and bright.

5) There are a great many books in the school l\_\_\_\_\_.

6) That red building is the students' d\_\_\_\_\_.

7) There are many n\_\_\_\_\_ and magazines in the reading-rooms.

8) Many students play b\_\_\_\_\_ and f\_\_\_\_\_ on the playground after class every day.

9) We all s\_\_\_\_\_ hard in our new school.

10) Thank you for your v\_\_\_\_\_.

## 3. Fill in each of the blanks with the proper form of "be".

Hello, everyone. My name \_\_\_\_\_ 1) \_\_\_\_\_ Fang Mei. I \_\_\_\_\_ 2) \_\_\_\_\_ a student of this school. I \_\_\_\_\_ 3) \_\_\_\_\_ in Class Three. It \_\_\_\_\_ 4) \_\_\_\_\_ on the second floor of the classroom building. There \_\_\_\_\_ 5) \_\_\_\_\_ forty students in our class. Miss Wang \_\_\_\_\_ 6) \_\_\_\_\_ our English teacher. She \_\_\_\_\_ 7) \_\_\_\_\_ a very good teacher. Her classes \_\_\_\_\_ 8) \_\_\_\_\_ very interesting. We all love her.

## Suggested Answers

### 1. Complete the following dialogue.

1) Good morning

2) How do you do

3) Nice to meet you

4) to our class

5) Thank you

6) Good-bye

### 2. Fill in each of the blanks with a proper word.

1) name

2) show

3) building

4) large

5) library

6) dormitory

7) newspapers

8) basketball, football

9) study

10) visit

### 3. Fill in each of the blanks with the proper form of "be".

1) is

2) am

3) am

4) is

5) are

6) is

7) is

8) are





## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

(1) Now, let me show you the campus of our school. 现在让我带领大家看看我们学校的校园。

show somebody something “向某人展示……”。例如：

Wang Lin is glad to show you their classroom building. 王林很高兴带你们参观他们的教学楼。

show somebody around (round) some place “带领(某人)参观(某地)”。例如：

Let me show you around our new school. 让我带你们参观我们的新学校。

show somebody how to do something “向某人示范怎样做某事”。例如：

The teacher often shows her students how to greet others. 那位教师常常向她的学生示范怎样问候别人。

show off / show somebody (something) off 炫耀，夸耀；炫耀(某人或某物)。例如：

Wang Lin likes to show off. 王林喜欢炫耀。

Nancy is showing her new book off. 南希在炫耀她的新书。

(2) There are a great many books in it. 图书馆里有很多很多图书。

句中 it 代替上句中的 library，这是代词 it 的用法之一。

a great many “很多很多的，大量的”，只修饰可数名词的复数。例如：

Look, there are a great many students on the playground. 瞧，操场上有很多学生。

其他表示“许多”含义可修饰可数名词复数的词汇和短语有 many、a lot of、a great number of 等。例如：

There are many labs in the classroom building. 教学楼里有许多实验室。

There are a lot of newspapers and magazines in the reading rooms. 阅览室里有许多报纸和杂志。

There are a great number of teachers in their classroom. 他们教室里有许多教师。

(3) How large it is! 多么大呀！

感叹句。

对形容词或副词感叹要用 how，并置于句首。例如：

How tall the building is! 这栋楼多么高哇！

对名词感叹要用 what，也置于句首。例如：

What a large and bright classroom it is! 多大多明亮的教室啊！

(4) Many students play basketball and football here after class every day. 每天放学后许多学生都在操场打篮球、踢足球。

句中 here 代替上句中的 on the playground，这是副词 here 的用法之一。

here 的其他用法如下。

Here is/are + noun. (Here + pronoun + is/are.) 在这里；到这里（用于请别人注意某人或某物）。例如：

Here we are! 我们到了。

Here it is. 在这儿。

Here is your book. 你的书在这里。

Here you are. 给你（用于把某人所需的東西给他）。

here and there 到处；各处。 例如：

Her books are here and there. 到处都是她的书。

(5) Thank you for your visit. 谢谢你们来访。

thank sb. for ... “为……而感谢某人”。例如：

Thank you for your coming. 感谢你的光临。

visit n. “访问；参观；游览”。例如：

Nancy loves her visit to Beijing. 南希很喜欢她的北京之行。

visit v. “访问；参观；游览；拜访”。例如：

Visit the Great Wall when you go to Beijing. 去北京一定要游览一下长城。

## 二、背景知识

“Mr.” is for a man. It used to be for an adult male and “Master” was used for children, but it isn’t used much any more.

“Mrs.” is an abbreviation for Misses and is used to denote a married woman.

“Miss” is not an abbreviation and, therefore, should never have a period after it. It is used to denote an unmarried woman.

“Ms.” is also not an abbreviation and is used to denote a woman, married or unmarried. During the Women’s Liberation movement of the early 1970s, it was thought that it was biased to give a title representing a woman’s marital status whereas men have a title that does not reveal this information.



## 练习册指导 (Teaching guide for the workbook)

### I. USEFUL WORDS AND EXPRESSIONS

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇。词汇学习部分的练习密切联系阅读课文，做练习 1 时可以让学生先独立完成，然后再进行小组核对，确定答案后，教师可举例说明词汇的意义与用法，再让学生读写以加深印象。练习 2 对学生的要求更高，主要是考查学生对本单元所出现的热点词汇、句型用法的掌握情况及灵活运用能力。

### Suggested Answers

#### 1. Match the sentences with the pictures.

- 1) D      2) E      3) F      4) A      5) B      6) C

#### 2. Complete the following sentences with the correct forms of words or expressions in the box.

- 1) am glad to      2) Thank ... for      3) next to      4) reading room  
5) after class      6) Let...do      7) study hard

#### 3. Translate Chinese into English to complete the following sentences.

- 1) How are you?  
2) Her name is Fang Mei.  
3) Liu Tao often shows his friends his new campus.  
4) This way, please.  
5) Look, this is our school library.  
6) Our large classroom is on the second floor.  
7) Welcome to our school.  
8) There are a great many students in the classroom.

## II. PRACTICE OF SENTENCE STRUCTURES

本部分语法练习 1 涉及的要点包括：“主—系—表”结构和“*There be ...*”两种句型结构。建议学生在做题前首先复习一下这两种句型结构及其用法。练习 2 主要是练习“主—系—表”结构和“*There be...*”结构的肯定、否定和疑问结构。建议教师在黑板上写出四个不同的具有代表性的习题，然后找四个学生分别写出他们的答案，再分析学生的答案，指出学生在做题过程中应注意的知识点。

### Suggested Answers

#### 1. Read the following passage and pick out (挑出) *S+V+P* (主—系—表) sentences and *There be + S+ Ad* sentences.

- (1) *S+V+P* (主—系—表) sentences

This is our classroom building.  
Our classroom is on the fourth floor.  
It is large and bright.  
Thirty of us are girls and ten of us are boys.  
We are all good friends.  
Our class is a very good class.  
We are very glad to study in our class.

- (2) *There be + S+ Ad* sentences

There are fifty-six classrooms and eight labs in this building.

There are forty students in our class.

## 2. Change the following sentences into interrogative and negative sentences.

1) Is this a new building?

This isn't a new building.

2) Is she an English teacher?

She isn't an English teacher.

3) Are they from Beijing?

They aren't from Beijing.

4) Is your classroom on the third floor?

Our classroom isn't on the third floor.

5) Is there a book on the desk?

There isn't a book on the desk.

6) Is there any water in the glass?

There isn't any water in the glass.

7) Are there any students in the classroom?

There aren't any students in the classroom.

## III. READING TASK

“阅读”部分设计的练习都是紧扣文章内容的，目的是帮助学生在阅读中掌握段落大意与文章的细节，学生应当在阅读后独立完成这些练习。教师可通过提问检查学生的理解情况，并适时地给予指导。

### Suggested Answers

1) A    2) B    3) C    4) C    5) D

## IV. LISTENING TASK

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如：

How do people greet each other when they meet in the morning?

What would people say when they want to introduce someone to someone else?

How do people greet each other when they meet for the first time?

What would people say to each other when they part?

What would you say when you go to meet someone you don't know?

(2) 首先组织学生听录音，然后让学生独立做练习，接下来再听录音，核对答案。

(3) 让学生复述所听内容，进行听音模仿，教师进行示范指导。

(4) 学生表演所听对话。

**Listening Text and the Answers:**

**Complete the following dialogues according to what you have heard.**

*Mike is Jack's friend. They meet at the school gate.*

**Mike:** Hi, Jack.

**Jack:** Oh, hello, Mike. How nice to see you here! How are you these days?

**Mike:** Fine, thank you. And you?

**Jack:** Very well. Thanks. How is Nancy?

**Mike:** She is fine, thanks. And how is Mary?

**Jack:** She is fine, too.

**Mike:** Good-bye, Jack.

**Jack:** Good-bye.

**V. SPEAKING TASK**

“说”部分的教学步骤建议如下。

(1) 让学生在 3 分钟内牢记本单元的功能句型，即如何打招呼、如何道别及如何把一个人介绍给另一个人的句型结构。

(2) 指导学生正确使用方框里的句型结构；学生也可参考下面的对话模型。

(3) 两人一小组、三人一小组开始编写对话；教师可参与学生的活动并适时地给予指导。

(4) 让一些同学上台表演对话，教师进行归纳总结。

(5) 如有可能，要求学生把对话中的关键句型写下来。

**Study the following model dialogues and act out with your partners.**

**Model 1:**

**Teacher:** Good morning, class.

**Class:** Good morning, Miss Li.

**Teacher:** Are you all here today?

**Class:** Yes, we are.

**Teacher:** OK. Let's study our new lesson.

**Model 2:**

**Mike:** Hello, Jack. This is Wang Lin, a new student of our class.

**Jack:** How do you do, Wang Lin? I'm Jack.

**Wang Lin:** How do you do, Jack. Nice to meet you.

**Jack:** Nice to meet you, too.

**Model 3:**

**Wang Lin:** Hello, Liu Hong. How are you today?

**Liu Hong:** Fine, thank you. And you?

**Wang Lin:** Very well, thanks. Liu Hong, this is our new English teacher, Ms. Li.

**Liu Hong:** How do you do, Ms. Li?

**Ms. Li:** How do you do, Liu Hong. Glad to meet you two here.

**Wang Lin:** Glad to meet you, too. I'm sorry, Ms. Li. We have to go to the playground to play football. See you later!

**Ms. Li:** See you later!

## VI. WRITING TASK

“写作”部分的教学步骤建议如下。

- (1) 提醒学生介绍寝室应包括的事项。
- (2) 帮助学生明确介绍寝室的写作中心思想和相关细节。
- (3) 提醒学生使用已学词汇和句型。
- (4) 教师可再提供一两篇范文，帮助学生加深理解。
- (5) 学生独立完成写作练习。
- (6) 学生完成写作后，教师可选择几个学生的作文在全班进行交流（如使用投影、板书或学生口述等），并分析和讲解。
- (7) 交流后，学生各自修改定稿。

### Sample:

Look, this is our bedroom. Our bedroom is on the sixth floor. It is large and bright. There are six students in our bedroom. There is a picture on the wall in our bedroom. We all like the picture. There are six beds, six desks and six chairs in our bedroom. We like it very much.



## 参考译文

### 我们的新学校

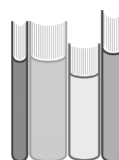
大家好，欢迎来到我们学校。我是这所学校的新生，王林。今天，我很高兴在这里见到你们。现在，我带大家参观一下我们校园。

看！这是我们的教学楼，由 64 个教室、18 个实验室和很多办公室组成。我们的教室在 3 楼，既宽敞又明亮。我们班共有 50 个学生。那栋新楼是学校图书馆，里面有很多很多书，还有 4 个阅览室。课后我们可以在阅览室里读些报纸杂志。你可以看到图书馆旁边的红楼吗？那是学生的宿舍楼。里面有很大的餐厅和很多宿舍。让我们去参观一下我们学校的操场吧。请这边来。我们到了！好大呀！每天下课后，很多学生在操场上打篮球，踢足球。

我们学校是个很好的学校，我们都非常热爱我们的学校。在学校里我们都努力学习。

好了，谢谢你们来访。欢迎再来，下次见。

## Unit 2 A Letter to a Friend



### 教学目的和要求 (Teaching aims and demands)

类别	要求掌握的语言知识和语言能力要点
话题	basic knowledge about a letter to a friend
词汇	letter, October, dear, greeting, from, concern, life, China, write, tell, lucky, vocational, month, ago, come, learn, Chinese, cooking, when, get, everything, strange, know, only, speak, understand, little, follow, teacher, feel, nervous, luckily, classmate, kind, friendly, help, say, better, weekday, usually, lesson, sometimes, skill, training, centre, practice, interesting, activity, often, language, or, sightseeing, beautiful, city, along, miss, phone, number, may, send, text, message, best, wish, English, picture, bed, desk, chair, wall, talk
短语	have a good time, come to..., get to, at first, in class, a little, with the help of..., in the morning, in the afternoon, on weekdays, have lessons, the skill training center, after class, on weekends, go sightseeing, get along, very much, text message, on the phone, go to bed
功能	介绍事物 This is ... That is ... There is (are) ...in (on, next to, by) ... It is (They are) ...
语法	(1) 词类: 名词、动词、形容词、代词、数词、副词、介词、连词、冠词、感叹词。 (2) 名词: 可数名词 (单数名词、复数名词) 和不可数名词。 book—books dormitory—dormitories (3) 名词所有格: 's 和 s' 所有格, 如 Nancy's class; the teachers' room. (4) 动词 "have" 的用法: 肯定结构、否定结构、疑问结构。 We have four reading rooms in the school library. Do you have any friends in China? / Have you any friends in China? They don't have any classes on weekends. / They have no classes on weekends.



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是给朋友的一封信。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

#### (一) “热身” (Warming Up)

“热身”部分提供了六幅图片，包括学校、教室、图书馆、操场、餐厅和宿舍。让学生利用学过的句型 “This / That / It is \_\_\_\_\_.” 和 “There is /are \_\_\_\_\_ in our school.” 展开讨论。在学生讨论过程中教师可适当给予指导。

#### (二) “阅读” (Reading)

“阅读”部分是写给朋友的一封信。全文共三大部分：第一部分 (1~2 段) 作者表达了问候、感谢并介绍了自己的现状；第二部分 (3~5 段) 作者介绍了来中国的目的及在新华职业学校的学习、生活情况；第三部分 (5~6 段) 作者询问了对方的近况并致以美好的祝愿。

#### (三) “读后” (Post-Reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了一个练习，主要用来帮助学生更好地理解课文的内容，要求学生依据课文内容完成下列句子。这个练习的目的是检查学生对整篇课文的理解情况及对课文中出现的词汇、短语及重点句型的掌握情况。

##### 2. 热点词汇与短语训练 (Useful Words & Expressions)

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇和短语。共有两项练习：练习 1 要求学生用课文中学到的词汇和短语的正确形式填空。这个练习主要是检查学生对词汇的掌握情况。练习 2 要求学生用课文中的词汇和短语的正确形式填空，主要是考查学生对热点词汇和短语的掌握情况及灵活运用能力。练习 2 难度加大，建议在学生做题时教师适时地给予指导。

#### (四) “听力” (Listening)

“听力”部分是一篇介绍学校图书馆的短文，设计了一个练习。因为学生对这些内容比较熟悉，所以采用填空的形式。学生首先听一遍录音，复述所听内容，然后再听一遍并填写所听内容，最后边听边核对答案。学生如能通过熟记所听内容并在课堂上看图描述，就达到了预期的效果。

#### (五) “说” (Speaking)

“说”部分首先给出功能句型，并给学生一个对话模型。让学生用所给功能句型，仿照模型编对话并进行表演。学生在表演过程中如能把第一单元所学词汇、句型融合在一篇短文里，效果更好。这样做不仅满足了学生的表现欲，调动了学生的学习积极性，还增强了学生



的参与意识，提高了他们学习英语的兴趣。

另外，要求学生能准确地读出 48 个音标，并能指出新英语国际音标的变化。

#### （六）“写作”（Writing）

“写作”部分要求学生利用所掌握词汇、句型，以填空的方式完成一封信。这部分要求做到无语法错误、内容新颖。

#### （七）“语法”（Grammar）

“语法”部分帮助学生了解、熟悉并掌握词类、名词、名词所有格和动词“have”的用法。建议教师在课堂上设计些趣味性的练习，如让学生用动词“have”和名词的单复数连词成句、用名词的所有格接龙等，增加语法教学的趣味性。

#### （八）“小结”（Summing Up）

“小结”部分涉及四项内容：（1）让学生总结所掌握的常用动词；（2）让学生总结所掌握的名词；（3）让学生总结所掌握的常用词组；（4）让学生总结所掌握的新的语法项目。

本单元涉及的要点如下。

（1）学习并初步掌握本单元“教学目的和要求”中的词汇和短语，并掌握如何写信、如何介绍一个地方。

（2）学习并掌握词类、名词、名词所有格和动词“have”的用法。

#### （九）“学习建议”（Learning Tip）

“学习建议”部分向学生提供了重要的有关学习方面的名言警句，激励学生学习的斗志，提供“正能量”。

#### （十）“音乐欣赏”（An English Song）

“音乐欣赏”部分选用优美英文歌曲 *How do you do?*，增加趣味性，增强学生学习英语的积极性。

本单元涉及的要点如下。

（1）学习并理解“A Letter to a Friend”中的内容。

（2）学习有关书信方面的日常用语。

（3）学习并掌握本单元“教学目的和要求”中的词汇和短语。

（4）学习并掌握名词的复数、名词的所有格和 have 作“有”讲的用法。

（5）学习书信写作格式。

## 二、教学建议与参考

### （一）热身

教师可首先组织同桌阅读“热身”部分的有关内容，也可提几个问题让学生回答，或者

让学生通过相互提问来呈现“热身”部分的内容。本部分的图片是学校及学校的各个组成部分，可提示学生如何用英语介绍这些地方。让学生用所拥有的英语知识展开讨论。在学生讨论过程中教师可适当地给予指导。

首先教师可以让学生相互提问来呈现“热身”部分的内容。

例如：

Picture 1

What's in the picture?

Is it a picture of a school?

What is the name of the school?

Picture 3

Is this picture a school library?

Are there many books in the library?

然后，引导学生归纳总结。

What sentence patterns are often used to describe a place?

This is ...

That is ...

There is (are) ...in (on, next to, by) ...

It is (They are) ...

## （二）阅读

### 1. 本课的阅读目的

（1）让学生进一步学习使用恰当的阅读方法与技能，如细读、总结、归纳内容的能力、猜测词义的能力等。

（2）学习使用介绍自己和事物的句子。

（3）学习并掌握本课的词语、表达方式、语法结构。

### 2. 本课的教学步骤

（1）要求学生独立阅读课文，仔细理解课文每段第一、二句的意思。首先帮助学生掌握段落大意。对于阅读部分出现的生词，学生可根据上下文猜测词义，也可暂时忽略。当然也可首先学习一些生词，以帮助理解。

此时，教师可设计一些问题，让学生在阅读时参考。例如：

Who is the letter to?

Where is Jack now?

Is he having a good time in China?

What is the name of his school?

What is he learning?

Is his school life very interesting?

（2）两人一组开展交流讨论，相互问答，以加深对阅读内容的理解，特别是各段开头两句的意思。由小组代表发言，全班交流。

(3) 学生对自己不懂的句子、词语向全班提问, 征求答案。教师既可针对学生的问题进行简要的讲解, 也可就课文中的某些内容提问, 检查了解学生的理解情况, 再进行讲解归纳。例如:

Thank you for your concern about my school life in China.

I'm writing to tell you that I'm having a good time here and I'm lucky to be a student of Xinhua Vocational School now.

A month ago, I came to Beijing to learn Chinese cooking.

When I got to this school, everything was strange to me.

You know, I can only speak and understand very little Chinese.

At first, I couldn't follow the teachers in class and I felt a little nervous.

With the help of the teachers and my classmates, I'm glad to say that everything is going better and better now.

In the afternoon, we sometimes go to the skill training center of our school to practice cooking skills.

On weekends, I often go to have classes of Chinese language or go sightseeing around the great and beautiful city of Beijing.

How are you getting along?

(4) 学生初步掌握文章整体脉络后, 再次细读课文, 捕捉具体细节信息, 归纳课文大意与段落大意, 加深对文章的理解。

(5) 在学生对课文有了整体与细节的理解之后, 让他们再次听录音欣赏全文。同时, 也可引导学生再次阅读课文, 加深他们对课文中的整体脉络与重要细节的把握, 以达到全面深刻领会文章的目的。通过听课文录音, 跟读模仿, 帮助学生建立音、形、意方面的联系, 引导学生进一步领会全文。

(6) 讲解、练习课文中的语言知识。除了帮助学生学习和逐步掌握本课的词语外, 还要提示学生在阅读过程中, 注意名词复数的用法, 随时进行归纳总结, 设计最基本的练习。词汇的讲解应密切结合上下文, 明确其意义与搭配关系, 系统的归纳可放在以后进行。可让学生在理解过程中观察名词复数的用法, 并密切结合初中阶段学习的相关知识。详细讲解可结合语法部分进行。

### (三) 阅读理解

“阅读理解”部分练习的设计都紧扣课文内容, 以帮助学生在阅读中掌握段落大意与文章的细节, 学生应当在阅读中或阅读后独立完成这些练习。教师可通过提问, 检查学生的理解情况, 并适时地给予指导。

## Suggested Answers

### I. Reading Comprehension

#### 1. Complete the following statements according to the text.

1) Nancy 2) Vocational School 3) Chinese cooking, ago 4) got to, everything was

- 5) speak, understand      6) great concern about      7) better and better  
8) After class      9) Chinese language, go sightseeing      10) text messages

#### (四) 词汇学习

“词汇学习”部分的练习与阅读部分联系密切。做练习 1 时可以首先让学生独立完成，再进行小组核对，然后确定答案。教师可举例说明词汇的意义与用法，让学生再次读写以加深印象。在词语教学中，教师还可以采用“反义词”的办法来帮助学生掌握词语。例如：

I can only speak and understand very little Chinese.

She can speak a little English though she is only three.

做练习 2 时，提醒学生需要注意的是短文内容与课文密切相关，但又不是照抄原文。因此，学生必须先读懂短文，再用合适的词汇、短语填空。

### Suggested Answers

**1. Complete the following sentences with the correct forms of the words or expressions in the box.**

- 1) a little    2) lucky    3) With the help of    4) At first    5) practice    6) go sightseeing  
7) text messages    8) the skill training centre    9) have classes    10) On weekends

**2. Complete the following passage with the words or expressions in the text.**

- 1) writing    2) a good time    3) lucky    4) kind    5) friendly    6) concern  
7) has    8) have classes    9) number    10) glad

#### (五) 听力

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如：

What colour is the school library?

What books are there in the library?

Are there any reading rooms in the library?

Are there any newspapers and magazines in the reading rooms?

(2) 首先组织学生听录音，让学生独立做练习，然后再听一遍录音，最后核对答案。

(3) 让学生复述所听内容，进行听音模仿，教师进行示范指导。

(4) 让学生复述所听段落。

#### Listening Text and the Answers:

Can you see the red building over there, Jane? That's our school library. There are a great many books in it. Some books are in Chinese and some in English. There are four reading-rooms in the library. There are many newspapers and magazines in the reading-rooms. After class we often go to the reading room to do some reading.

#### (六) 说

“说”部分的要求是学生应能把握本单元的功能句型，即如何介绍一个地方，尽可能使用课

本第一、二单元中所提供的句型结构。牢记所学句型，把所学句型灵活地运用到现实生活中去。说的部分的教学步骤建议如下。

- (1) 让学生在 3 分钟内记住介绍一个地方所使用的句型结构。
- (2) 指导学生正确使用方框里的句型结构。
- (3) 两人一组开始编对话或口述一篇短文。
- (4) 让一些学生上台表演对话或口述短文，教师进行归纳总结。
- (5) 如有可能，要求学生把对话或短文中的关键句型写下来。

**Sample:**

Look at this picture. It is a picture of our bedroom. Our bedroom is large and bright. There are six beds, some desks and chairs in it. There are many books on the desks and some beautiful pictures on the wall. We have a talk in our bedroom before going to bed. We love our bedroom very much.

**(七) 写作**

教师可在班级举办英语语音比赛来考核学生对英语音标的掌握程度。

写作的要求是阅读并理解如何给朋友写信，领会其大意和细节。学会用所学词汇、句型，给同学或家人写一封介绍自己的学习生活情况的信。

阅读与写作的教学步骤建议如下。

- (1) 组织学生两人一组进行讨论，明确要求。
- (2) 让学生再次仔细阅读课文，归纳段落大意和主要细节。
- (3) 帮助学生明确书信写作的要素。
- (4) 说明应包括的中心思想和相关细节。
- (5) 教师可提供一两篇范文，以帮助学生加深理解。
- (6) 学生独立完成写作练习。
- (7) 学生完成写作后，教师可选择几个学生的作文在全班进行交流（如使用投影、板书或学生口述等），由教师进行分析和讲解。
- (8) 交流后，学生各自修改定稿。

**Sample:**

Lily

9 the Fifth Avenue

New York

January 14th, 2013

Dear Jane,

Greetings from Beijing.

Thank you very much for your nice card. I like it very much. Your school is great. I am very glad you can get along well with your new classmates.

Everything is going well here. I like my school. My classmates are kind and friendly. They help me to learn Chinese and I help them to learn English. After class we often have many

interesting activities. I'm going to learn Chinese cooking soon. Send me an E-mail or a text message.

Yours truly,  
Lily

### (八) 主题任务

根据本单元的中心话题，建议设计一下任务型教学活动。

任务 1：给同学写一封信。

活动内容：信的内容应包括你在新学校的学习、生活情况。

活动时间：贯穿于本单元的学习过程中。

活动形式：个人活动、两人一小组活动、小组活动、全班活动。

语言知识要求：本单元的词汇和句型。

语言技能要求：听、说、读、写。

活动步骤如下。

- (1) 明确写作要求，内容需简练，只使用本单元所学词汇和句型结构。
- (2) 列出提纲，先问候、感谢，再着重介绍自己在新学校的学习、生活情况。
- (3) 确定所写内容，小组交流信息并讨论，最终确定具体的写作内容。
- (4) 确定最终稿，全班交流，组织评比。
- (5) 小结。对信件要点的掌握程度；谈谈此次活动的收获与体会。首先在小组内讨论交流；再选代表在全班交流，最后，要求学生能流利地口述给同学的信。

任务 2：介绍一个地方。

活动内容：介绍自己的学校。

活动时间：本单元的学习过程中。

活动形式：个人活动、小组活动、交流。

语言知识要求：充分利用已学的词汇和语法。

语言技能要求：听、说、读、写。

活动步骤如下。

- (1) 具体任务：收集有关介绍学校的材料。
- (2) 小组活动：学生既可以在小组内将收集的材料交换阅读，也可以事先通过 E-mail 交流，讨论并提出修改建议。
- (3) 个人修改。
- (4) 全班交流展示，进行评议。

### (九) 语法

“语法”部分涉及的要点包括词类、名词、名词所有格和动词“have”的用法。在教学中，建议注意以下几点。

- (1) 利用课文中相关的句子解说词类、名词、名词所有格和动词“have”含义、用法等。
- (2) 举例说明名词单复数和名词所有格的用法。例如：

She is a new student of XinHua Vocational School. 她是新华职业学校的新生。

There are many students in the dining-hall. 餐厅有许多学生。

Are there any newspapers and magazines in the reading room? 阅览室有报纸杂志吗?

Look, this is our teachers' room. 瞧, 这就是教师的办公室。

Can you show me today's newspaper? 让我看一下今天的报纸行吗?

Notes: ① of 所有格的用法——主要用于表示无生命的名词。例如: the door of the room; a picture of China。

② 双重所有格的用法——主要用来表示人的所有关系。例如: a friend of my teacher's; those nice pictures of Jane's。

③ 双重所有格的名词前不能用 the 和 one 来修饰。

(3) 要求学生牢记动词 have 在句子中要根据句子主语的人称和数量的不同情况使用不同的形式。例如:

She has a great many friends in China. 她在中国有很多朋友。

We have four lessons in the morning on weekdays. 平时我们上午上四节课。

Sometimes the students have their cooking classes in the skill training centre. 有时学生在技能训练中心上烹饪课。

There are a great many girl students in this class. 这个班有很多女生。

(4) 要求学生能掌握动词“have”疑问结构及其回答和否定结构的用法。

① 动词“have”疑问结构及其回答。例如:

Do you have a friend in Beijing? Yes, I do / No, I don't.

你在北京有朋友吗? 有, 我有 (不, 我没有)。

Have you a friend in Beijing? Yes, I have / No, I haven't.

你在北京有朋友吗? 有, 我有 (不, 我没有)。

② 动词“have”的否定结构。例如:

They don't have any classes on weekends. 他们周末没课。

They have no classes on weekends. 他们周末没课。

## Suggested Answers

### 1. Turn the following words into their plural (复数) forms.

labs, desks, buildings,  
ways, dormitories, classes,  
centers, libraries, men,  
days, boxes, lives,  
students, names, numbers,  
Chinese, rooms, children

### 2. Complete the following sentences with the correct forms of the words in the brackets.

- |                    |              |               |               |                |
|--------------------|--------------|---------------|---------------|----------------|
| 1) children        | 2) teachers' | 3) activities | 4) today's    | 5) Tom's       |
| 6) Kate and Jane's | 7) Women's   | 8) has        | 9) don't have | 10) Does, have |

### 三、教学评价建议

#### (一) 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening passage.	5	4	3	2	1
I've learned some basic knowledge about a letter to a friend.	5	4	3	2	1
I've learned how to write a letter.	5	4	3	2	1
I can describe a place in English.	5	4	3	2	1
I can make a short speech on a place.	5	4	3	2	1
I can write an article of an introduction to a place.	5	4	3	2	1
I can understand, spell and use the new words and expressions in this unit.	5	4	3	2	1
I can understand the sentence patterns and write new sentences with them.	5	4	3	2	1
I have learned the grammar items Parts of Speech, Nouns, Possessive Case of Nouns and the Use of Verb "have" and can use them correctly.	5	4	3	2	1
I still need more practice in _____.					

#### (二) 测试性评价

##### 1. Turn the following words into their plural (复数) forms.

activity	chair	building
way	dormitory	class
friend	library	man
day	box	life
student	name	woman
Chinese	boy	child

##### 2. Fill in each of the blanks with a proper word or phrase in the text.

- 1) I'm very l\_\_\_\_\_ to be a student of Xinhua Vocational School.
- 2) A month ago, I came to China to learn Chinese c\_\_\_\_\_.
- 3) At first, I couldn't f\_\_\_\_\_ the teachers in class because I know very little Chinese.
- 4) With the h\_\_\_\_\_ of my teachers and classmates, I can understand the teachers now.
- 5) When I got to China, everything was s\_\_\_\_\_ to me.
- 6) We sometimes go to the dining hall to p\_\_\_\_\_ our cooking skills.
- 7) After class, we often have many interesting a\_\_\_\_\_.
- 8) On weekends we sometimes go s\_\_\_\_\_ around Beijing.



9) My phone n\_\_\_\_\_ is 134256×××××.

10) Please send me E-mails or text m\_\_\_\_\_.

**3. Fill in each of the blanks with the proper form of “have” and “be”.**

1) Excuse me, \_\_\_\_\_ (be) you Mr. White?

2) They often \_\_\_\_\_ (have) listening classes in the lab.

3) \_\_\_\_\_ she a new student in your school?

4) Jack \_\_\_\_\_ (has) many friends in China.

5) Where \_\_\_\_\_ (be) your classroom? It \_\_\_\_\_ on the second floor of the classroom building.

6) We often \_\_\_\_\_ (have) a good time in the skill training centre.

7) There \_\_\_\_\_ (be) a book and some magazines on Nancy's desk.

8) \_\_\_\_\_ he \_\_\_\_\_ (have) any friends in Beijing?

9) Our teachers \_\_\_\_\_ (be) all kind and patient.

10) Nancy and Jack \_\_\_\_\_ (not have) Chinese classes on Saturday afternoon.

**4. Put the following sentences into English.**

1) 我很幸运成为新华职业学校的学生。

2) 杰克只会讲一点汉语。

3) 平时我们每天上午上四节课，下午三节课。

4) 刚开始，课堂上我听不懂教师讲课。

5) 在同学们的帮助下，我的英语越来越好了。

6) 这是南希和方梅的房间。

**Suggested Answers**

**1. Turn the following words into their plural (复数) forms.**

activities	chairs	buildings
ways	dormitories	classes
friends	libraries	men
days	boxes	lives
students	names	women
Chinese	boys	children

**2. Fill in each of the blanks with a proper word or phrase in the text.**

- 1) lucky      2) cooking      3) follow      4) help      5) strange  
6) practice      7) activities      8) sightseeing      9) number      10) messages

**3. Fill in each of the blanks with the proper form of “have” and “be”.**

- 1) are      2) have      3) Is      4) has      5) is, is  
6) have      7) is      8) Does, have      9) are      10) don't have

**4. Put the following sentences into English.**

- 1) I'm very lucky to be a student of Xinhua Vocational School.

- 2) Jack can only speak a little Chinese.
- 3) On weekdays we have four classes in the morning and three in the afternoon every day.
- 4) At first, I couldn't follow the teachers in class.
- 5) With the help of my classmates, my English is getting better and better.
- 6) This is Nancy and Fang Mei's room.



## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

(1) Greetings from Beijing. 来自北京的问候。

*greeting n.* “问候；招呼；致意”。例如：

Nancy waved a friendly *greeting*. 南希友好地挥手致意。

*greetings n.* “问候的话；祝词；贺词”。例如：

Send my *greetings* to your classmates. 向你的同学们问好。

*greeting (greetings) card* “贺卡”。

*greet vt.* “欢迎；迎接；向……打招呼”。

*greet somebody (with something)* “和某人打招呼或问好；欢迎；迎接”。例如：

We are here to *greet* you. 我们在这儿迎接你们。

Do you know how to *greet* people in English? 你知道如何用英语和人们打招呼吗？

(2) Thank you for your concern about my school life in China. 感谢你关心我在中国的学校生活。

*concern n.* “关心；关爱；担心”。例如：

I don't think you understand your mother's *concern* for you. 我觉得你并不理解你妈妈对你的关心。

*show concern about / for* “关心”。例如：

Our teachers *show great concern* about our study and life. 教师非常关心我们的学习和生活。

*concern oneself about / for* “使担心，使操心”。例如：

She often *concerns herself* about her children's life. 她总是为孩子们的生活操心。

(3) I'm writing to tell you that I'm having a good time here and I'm lucky to be a student of Xinhua Vocational School now. 我现在写信告诉你，在这里我过得很愉快，而且很幸运成为新华职业学校的一名学生。

*am writing* “正在写”，*am having a good time* “过得愉快”均为现在进行时。现在进行时表示现在进行的动作或表示目前一段时间内的活动等。例如：

The students *are having* cooking classes in the skill training centre. 学生们在训练中心上烹饪课。

have a good time “过得愉快；玩得高兴”。例如：

Did you have a good time at the English evening last night? 在昨晚的英语晚会上你玩得高兴吗？

be lucky to do something “很幸运做某事”。例如：

I'm very lucky to have you as my friend. 你做我的朋友我感到很幸运。

(4) A month ago, I came to Beijing to learn Chinese cooking. 一个月前我来到北京学习中国烹饪。

came 是动词 come 的过去式。注意不规则动词的过去式形式，go 的过去式为 went；get 的过去式为 got；feel 的过去式为 felt。动词过去时表示过去某个时间发生的动作或存在的状态。例如：

She felt a little nervous when she came in this morning. 今天早上她进来时有点紧张。

(5) At first, I couldn't follow the teachers in class and I felt a little nervous. 起初，在课堂上我听不懂教师讲课并感到有点紧张。

at first “起初”。例如：

He didn't talk with others at first. 起初，他不和别人说话。

follow “跟随，跟得上”。本句中 follow...为“跟得上，听得懂”的意思。例如：

Sorry, I can't follow you. 对不起，我没听懂你说的话。

a little “有点儿”。例如：

I only have a little money on me. 我身上只剩一点钱了。

little *adj.* “很少”。例如：

Hurry up, there is little time for you. 快点，没时间了。

in class “在课堂上；上课”。例如：

We should listen to the teacher carefully in class. 我们上课应该仔细听教师讲课。

after class “下课；课后”。例如：

After class, we often go to the playground to play football. 课后，我们常去操场踢足球。

(6) In the afternoon, we sometimes go to the skill training center of our school to practice cooking skills. 下午我们有时去学校的技能训练中心练习烹饪技能。

to practice cooking skills “练习烹饪技能”，动词不定式短语作目的状语。例如：

He often goes to the playground to practice football. 他常去操场联系踢足球。

practice *n.* “练习；训练”。例如：

It takes a lot of practice to speak English well. 说好英语需要多加练习。

practice *v.* “练习；实习；训练” practice something / doing something. 例如：

Nancy practices her Chinese every day. 南希每天都练习中文。

They practice playing basketball every afternoon. 他们每天下午都练习打篮球。

(7) On weekends, I often go to have classes of Chinese language or go sightseeing around the great and beautiful city of Beijing. 周末，我经常去上汉语课或在伟大而美丽的北京城观光。

go sightseeing “去观光”。例如：

Will you go sightseeing with me this Sunday? 这周日同我一起去观光，好吗？

类似的短语还有 go shopping 去购物; go fishing 去钓鱼; go swimming 去游泳。

## 二、背景知识

### 英语书信的基本常识

英文书信与汉语书信的格式和写法是有区别的。我们用汉语写书信时, 开头写称呼, 称呼语后一般用冒号 (:), 下面是信的内容, 最后是“落款”和“日期”。

英文书信的写法如下所示。

(1) 英文书信的“日期”一般写在信的右上角, 较正式的信件在日期上面还要写明发信人的地址(汉语一般只写在信封上), 顺序依次是门牌号码、街道名、城市名、国家名、时间。

(2) 隔一行在左上角分行依次写收信人的姓名、地址等。

(3) 再隔一行写称呼, 称呼语后用逗号 (,) (美国人也有用“:”的; 熟人间的书信中“发信人地址”和“收信人姓名、地址”可以省略)。例如:

	166 Hollywood Road, 1st fl. Hong Kong, China Feb. 15, 2013 (发信人地址、日期)
Mr. Robert Chen 5 Beng Wan Road Singapore (收信人姓名、地址) Dear ×××, (称呼)	
_____	
_____	Yours, (致敬语) (签名)

一般的英文书信称呼前都习惯用“Dear ...”, 这一点与汉语的习惯不太一样。“Dear”常用于英文书信的称呼前, 有“亲爱的、敬爱的”等意思, 是一种表示“亲切、客套”的形式, 对你认为可敬、可爱的人都可以用, 甚至对比自己年龄小的人也可以使用。而汉语的“亲爱的”一般多用于父母、师长、异性朋友等的称呼前(如亲爱的爸爸、妈妈; 亲爱的教师; 亲爱的梅等), 也常用于“亲爱的祖国、亲爱的党”等。

Dear 后面的称呼应因人而异, 对熟悉的人或亲属, 一般可以用: Dear friend; My dear 姓氏; Dear 名字; Dear Teachers; Dear father (或 Da, Daddy); Dear Mother (或 Ma, Mama); Dear Uncle; Dear Aunt (或 Auntie); Dear Brother; Dear Sister; Dear Cousin 等。

对不是很熟悉的人或亲属(一般认识的人), 名字前需加尊称, 一般男子用 Mr., 未婚女子用 Miss, 已婚女子用 Mrs. (加丈夫的姓); 对有头衔的人一般用头衔, 如 Dr. (博士或医生)、

Pro. (教授)、Sir (爵士)、Capt. (船长或队长)、General (将军) 等代替 Mr、Mrs 等。

(4) 正文的第一段常写些客套话, 表示感激或想念之情, 如: Thank you for...; It's a pleasure for me to...; Glad to get your...; Haven't seen you for ages; How are things getting on? 等。

书信有先写给别人的, 也有回答别人的。两种信也有不同之处。先写给别人的信, 信的开头一般应说一些表示“问候”或表示“歉意”之类的话。例如: How are you? (你好吗?) / How are you getting along with you? (你最近好吗?) / Sorry to say that I have not written to you for ages. (对不住, 好久没有写信给你了。) 等。写回信, 则一般先写 I'm very happy (glad) to hear from you. (收到你的来信我非常高兴。) / I am glad to receive your letter and... (很高兴收到你的来信, ……) / I cannot tell you how much your letter delighted me. (我无法表达您的来信使我多么高兴。) 等。先给别人写的信, 主要内容是一般介绍自己的情况, 询问对方的情况, 或请对方回答、解决问题等; 回答别人的信, 主要是回答来信中的问题, 也可以询问一些自己关心的对方情况等。

英文书信的主体内容应该言简意赅, 主次分明, 层次清楚, 意思明确; 称呼要符合人物身份, 提问应注意文明礼貌、客气, 回答应清楚明白。

书信内容的末尾一般也要说一些问候、鼓励之类的话, 常用的句子有 Hope to see you soon. (希望不久见到你。) / Please write back soon. (请速回信。) / My best wishes. (祝万事如意。) / My best regards, also John's and Tom's. (祝大安, 约翰和汤姆也问候你。) / If you are not too busy with your work, I hope I can hear from you soon. (如果你不太忙的话, 我希望不久能收到你的来信。) / I'm sure you will succeed. (我肯定你会成功。) / My kindest regards and best wishes. (致以我最诚挚的问候和祝福。) 等。

(5) 书信正文后面是“致敬语”(结束语)和“签名”。“致敬语”有尊卑亲疏之分。亲属一般用 Yours lovingly, Your loving father (mother, brother, son, niece, husband, sister) 等; 上级或不是亲属的长辈一般用 Yours respectfully; 不大熟悉但应该客气的人用 Yours truly (Very truly yours); 政府机关或正式函件一般用 Yours faithfully。

除非是对熟悉的人或亲密的人, “签名”一般都应写“全姓名”, 打字机直接打的信一般要用“亲笔签名”。需注意的是, 女子给不熟悉的人写信, 署名要加上 Miss、Mrs. 字样, 以使对方回信时不至于弄错失礼。

(6) 英文书信的信封写法也与汉语的书信有所区别。信封正面的左上角写发信人的姓名、地址; 下面正中间偏右一点写收信人的姓名、地址(与信中的相同)。



## 练习册指导 (Teaching Guide for the Workbook)

### I. USEFUL WORDS AND EXPRESSIONS

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇。词汇学习部分的练习与阅读部分密切联系。做练习 1 时可让学生先独立完成, 然后再进行小组核对。确定答案后, 教师可举例说明词汇的意义与用法, 再让学生读写以加深印象。练习 2 对学生的要求更

高，主要是考查学生对本单元所出现的热点词汇、句型用法的掌握情况及灵活运用能力。练习 3 是复习第一、二单元所学介词，目的是让学生灵活地运用这些介词来描述不同的地方。建议教师可先让学生用这些介词造句，分析这些介词的用法。

### Suggested Answers

#### 1. Match the sentences or phrases with the pictures.

1) D 2) E 3) F 4) A 5) B 6) C

#### 2. Complete the following sentences with the correct form of words or expressions in the box.

1) miss      2) strange      3) on weekdays      4) gets along      5) write to  
6) friendly      7) gets to      8) very little      9) better and better

#### 3. Translate the following sentences into English with the phrases in the brackets.

- 1) Thank you for your concern about my school life in China.
- 2) At first, I felt a little nervous.
- 3) We practice cooking skills in the skill training centre.
- 4) We often go sightseeing around Beijing on Saturdays.
- 5) Jack can follow the teachers in class with the help of his classmates.
- 6) Jack is having a good time in China now.
- 7) Please send me text messages this Saturday.
- 8) He can speak a little English now.

#### 4. Complete the following sentences with the correct prepositions in the box.

1) on 2) from 3) in 4) around 5) for 6) After 7) of 8) to

## II. PRACTICE OF SENTENCE STRUCTURES

本部分语法练习 1 涉及的要点包括名词的单数变复数。建议学生在做题前再复习一下名词单数变复数的规则及名词复数的用法。练习 2 主要练习名词所有格的构成及其用法。名词所有格这种语法现象在汉语中没有。建议教师引导学生再复习一遍名词所有格的构成规则及其用法，通过练习帮学生牢固掌握名词所有格构成及用法。练习 3 主要是考核学生对动词“be”和“have”各个人称使用的掌握情况。建议教师首先让学生做题，然后提问，再分析学生们的答案，指出学生们在做题过程中应注意事项。

### Suggested Answers

#### 1. Put the underlined words into their plural forms (复数形式) and correct the other parts of the sentences if necessary.

- 1) They are boys.
- 2) They are not teachers.

- 3) These are classroom buildings.
- 4) Those buildings are libraries.
- 5) They are kind old men.
- 6) We have classes in the afternoon.
- 7) They are large classrooms.
- 8) She has two (some) children.
- 9) There are some books on the desk.
- 10) There are no boys in the room.

**2. Translate the following phrases into English with the words in the brackets.**

- |                          |                        |
|--------------------------|------------------------|
| 1) my classmate's friend | 2) Fang Mei's bedroom  |
| 3) Mother's Day          | 4) today's newspaper   |
| 5) New Year's Day        | 6) Jack and Tom's room |
| 7) teachers' rooms       | 8) students' book      |
| 9) children's book       |                        |

**3. Fill in each of the blanks with the proper form of "have" or "be".**

- |              |                           |                 |         |
|--------------|---------------------------|-----------------|---------|
| 1) has       | 2) doesn't have / has not | 3) is           | 4) have |
| 5) Do...have | 6) are                    | 7) Does ...have | 8) have |

### III. READING TASK

“阅读”部分设计的练习都是紧扣文章内容的，目的是帮助学生在阅读中掌握段落大意与文章的细节。学生可在阅读后独立完成这些练习。教师可通过提问，检查学生的理解情况，并适时地给予指导。

#### Suggested Answers

**1. Read the following passage and decide whether the following statements are true (T) or false (F).**

- 1) T    2) F    3) T    4) F    5) F    6) T

**2. Read the following passage and choose the best answer.**

- 1) C    2) C    3) D    4) B    5) A    6) B

### IV. LISTENING TASK

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如：

How do people greet each other when they meet in the morning?

What would people say when they introduce a place?

(2) 首先组织学生听录音，然后让学生独立做练习，接下来再听录音，核对答案。

(3) 让学生复述所听内容，进行听音模仿，教师进行示范指导。

(4) 学生表演所听对话。

### Listening Text:

- 1) There are many books in the library.
- 2) They often play games on the playground.
- 3) We read books and magazines in the reading room.
- 4) We have classes in the classroom.

### Suggested Answers

- 1) B    2) A    3) D    4) C

## V. SPEAKING TASK

“说”部分的教学步骤建议如下。

- (1) 让学生在 3 分钟内记住本单元的功能句型，即介绍地点的句型结构。
- (2) 指导学生正确使用方框里的句型结构；学生也可参考下面的对话模型。
- (3) 两人一小组、三人一小组编写对话；教师可参与学生的活动并适时地给予指导。
- (4) 让一些同学上台表演对话，教师归纳总结。
- (5) 如有可能，要求学生把对话中的关键句型写下来。

**Look at the following pictures and talk to your partner with “this is..., that is..., it is..., they are... and there is / are...” according to the model.**

### Sample:

1. That is a basketball.  
It is red.  
There is a basketball on the playground.
2. This is an English book.  
That is a Chinese book.  
They are my books.  
There are two books on the desk.

## VI. WRITING TASK

“写作”部分的教学步骤建议如下。

- (1) 提醒学生写信、介绍班级应包括的事项。
- (2) 帮助学生明确写信、介绍班级的中心思想和相关细节。
- (3) 提醒学生使用已学词汇和句型。
- (4) 教师可再提供一两篇范文，帮助学生加深理解。
- (5) 学生独立完成写作练习。
- (6) 学生完成写作后，教师可选择几个学生的作文在全班交流（如使用投影、板书或学



生口述等), 并分析讲解。

(7) 交流后, 学生各自修改定稿。

### Sample:

Mike Smith  
Xinhua Vocational School  
2 Chaoyang Road  
Beijing, 100008, China  
October 20, 2013

Dear Mary,

Greetings from thank you very much for your concern about my life in China. I'm glad to tell you everything is going well here.

A month ago I came to China to learn Chinese cooking. At first, I couldn't understand the teachers in class. With the help of the teachers and my classmates, I can follow the teachers now. We usually have cooking classes in the skill training centre. Sometimes we go to the school dining-hall to practice our cooking skills.

After class, we have many interesting activities. Sometimes we go the playground to play basketball and football on the playground. On weekends, I often go to have classes of Chinese or go sightseeing with my classmates around the great city of Beijing. Life here is very interesting. And I like it very much.

How are you getting along? Please phone me or send me text messages.

Yours,  
Mike



## 参考译文

### 给朋友的一封信

中国北京  
新华街 225 号  
新华职业学校  
杰克·格林

亲爱的南希:

来自北京的问候!

非常感谢你关心我在中国的生活。我现在写信告诉你我在这里过得很愉快, 而且很幸运成为新华职业学校的一名学生。

一个月之前, 我来到北京学习中国烹饪。我到这所学校的时候, 这儿的一切对我来说都很陌生。你也知道, 我只能听懂、说一点中文。起初在课堂上我听不懂教师讲课并感到有点紧张。幸运的是, 这儿的教师和学生都对我很友好。他们非常关心我的生活和学习。我很高

兴地说，在教师和同学的帮助下，这儿的一切都变得越来越好。

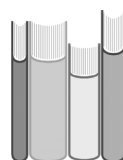
我们平时每周上午上四节课，下午上三节课。上午我们通常在教室上课。下午有时我们去学校的技能训练中心练习烹饪技能。

课后，我们参加很多有趣的活动。周末，我经常去上中文课或游览这个既伟大又美丽的北京城。

你一切都好吗？我非常想念你。我的新电话号码是 135××××××××。你可以给我发信息。致以最美好的祝愿！

你的朋友  
杰克

## Unit 3 My Family



### 教学目的和要求 (Teaching aims and demands)

类别	要求掌握的语言知识和语言能力要点
话题	Describe a person
词汇	photo, family, grandfather, grandmother, over, retire, housework grandparent, together, grateful, deep, vocational, teach, lively interesting, popular, housewife, hardworking, hospital, handsome, wear, medical, college, dream, pretty, whenever, warmth
短语	in the front, both of, be kind to, live with, be grateful to, look like, be popular with, a pair of, on the right/left (of), think about, be full of
功能	<p>描写人物 (Describe a person)</p> <p>He is tall and thin. He has big eyes and a high nose.</p> <p>He has black/ long / brown/straight hair.</p> <p>He is in red. She wears a white T-shirt.</p> <p>He is fifteen. She looks young.</p> <p>He is kind/warm/friendly.</p>
语法	<p>代词</p> <p>(1) 人称代词: 作主语时用主格 (I, we, you, he, she, it, they); 作宾语时用宾格 (me, us, you, him, her, it, them)。</p> <p>(2) 物主代词: 形容词性物主代词 (my, your, his, her, its, our, their) 在句中只能作定语, 名词性物主代词 (mine, yours, his, hers, its, ours, theirs) 在句中能作表语、主语、宾语等。</p> <p>(3) 反身代词: 包括 myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, 在句中作主语、宾语、表语和同位语。</p> <p>(4) 指示代词: 包括 this, that, these, those, such, same, it。</p> <p>(5) 疑问代词: 包括: who (谁), whom (谁), whose (谁的), what (什么) 和 which (哪个, 哪些), whatever (无论什么), whoever (无论谁)。</p> <p>(6) 不定代词: 常用的有 all, both, either, neither, each, every, a few, a little, other, another 及 some, any, every 构成的合成词。</p> <p>(7) 关系代词: 包括 who, whom, which, that, whose, as, such...as 等。</p>



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是“我的家庭”，通过对家庭成员祖父母、父母、叔叔和“我”的外貌及特征的描写，给大家展现出一个幸福温馨的大家庭。本单元的语言知识和技能都是紧密围绕这一主题展开的。

#### (一) “热身” (Warming up)

“热身”部分中提供了几张家庭成员照片，让学生根据已有的知识对这些较熟悉、简单的称呼用英语拼写出来。在第二部分让学生根据自己的实际情况，用第一部分给出的单词简单地介绍自己的家庭成员组成。

#### (二) “阅读” (reading)

“阅读”部分内容为“我的家庭”，描写了一个由六人组成的幸福大家庭。全文分为五段：第一段向大家展示自己家庭的照片；第二段描写祖父母；第三段描写爸爸和妈妈；第四段描写叔叔和自己；第五段综述，用简洁精炼的语言表达自己对这个幸福、温馨的家庭的热爱。

#### (三) “读后” (Post- reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了两个练习题，主要用来帮助学生更好地理解课文的内容。练习1要求学生依据课文内容选择正确的答案，这个练习要求学生在有限的时间内完成阅读，培养学生集中注意力及快速捕捉新信息的能力。练习2要求学生依据课文内容填空，这个练习一方面能够使学生对课文内容进一步理解分析，同时能够使其对课文的某些细节内容全面把握。

##### 2. 热点词汇与短语训练 (Useful words & Expressions)

“词汇学习”部分主要是用来帮助学生更好的掌握阅读课文中的词汇短语。有两项练习：练习1要求学生选出恰当的词汇完成句子；练习2要求学生在学习了课文后对课文中的重点词汇、词组、句型等进行训练。这项练习要求学生不仅要理解词汇及短语的意思，而且更要学会把词汇及短语运用到句子当中。

#### (四) “听力” (Listening)

“听力”部分是一段描写家庭成员的对话，要求学生根据录音填写空缺的词汇、词组或句子。其目的是让学生在学完课文的基础上进一步学习描写人物的方法，既是对课文知识的延伸，也是对课文中热点词汇的复习和巩固。

#### (五) “说” (Speaking)

“说”部分列出了在日常生活中常用的描写人物的句型。设计了两个练习，都是与描写

人物相关。在练习 1 当中，要求学生根据示例看图描述一个人的外貌特征。练习 2 是在练习 1 的基础上巩固对人物描写的表达方式，以调动学生积极性。

#### （六）“写作”（Writing）

“写作”部分是让学生给朋友发一个 E-mail。这个部分是让学生在掌握第二单元书信写作格式的基础上，运用本单元所学的人物描写方面的知识描述新学校的教师、朋友等。目的是引起学生的学习乐趣，增加学生的获取知识的成就感。

#### （七）“语法”（Grammar）

“语法”部分主要是帮助学生掌握代词（如人称代词、物主代词、指示代词、疑问代词及常用不定代词等）的用法。通过练习，要求学生能够熟练运用代词。

#### （八）“小结”（Summary Up）

“小结”部分涉及两项内容：让学生总结所学到的有关描写人物方面的词语、句型；让学生总结本单元新出现的热点名词、代词、表达方式、语法等知识。

#### （九）“学习建议”（Learning Tip）

“学习建议”部分向学生介绍了用英语写 E-mail 的总体要求。在现实生活中，E-mail 的格式没有书信的格式那么正式。E-mail 写作简洁精炼，言简意赅，在写的过程中要注意词汇的拼写和语法错误及结尾署名。

#### （十）“音乐欣赏”（An English Song）

陶冶情操，培养乐趣。

本单元涉及的要点如下。

- （1）学习并理解“我的家庭”中的内容。
- （2）学习有关描写人物方面的词汇及表达方式。
- （3）学习并掌握本单元“教学目的和要求”中的词汇和短语。
- （4）学习并掌握代词的用法
- （5）初步学习 E-mail 的写作格式。

## 二、教学建议与参考

### （一）热身

- （1）可首先让学生浏览热身部分的图片，然后用方框中给出的词填写。
- （2）同桌之间相互提问热身部分的内容。例如：

—How many people are there in your family and who are they?

—They are my \_\_\_\_\_.

这部分内容可帮助学生进一步熟悉话题，激发他们的阅读兴趣。在教学中，教师可请英

语基础较差的学生练习内容熟悉且简单的句子。这样可以基础差的学生也能体验到英语学习的成就感。

## （二）阅读

### 1. 本课的阅读目的

- (1) 让学生了解人物描写的要点，在描写人物过程中，要抓住人物的特点和细节着重描写。
- (2) 让学生进一步学习阅读方法与技能，如速读、精读、细读，总结、归纳内容的能力等。
- (3) 学习人物描写方面词汇，句型等。
- (4) 学习并掌握本课的热点词语、表达方式、语法等。

### 2. 本课的教学步骤

本节阅读材料呈现大量的细节内容，建议教师采取以下教学步骤。

(1) 速读：教师要求学生独立速读课文，对课文整体把握，检查并指导学生快速阅读，完成 Post-reading I 中的练习 1。

(2) 细读：要求仔细阅读每段课文。学生对自己不懂的句子、语句进行提问，教师可针对学生的问题进行讲解；学生在教师的引导下掌握每一段课文的意思，完成细节理解。突出教师主导、学生主体的地位。

例如：

How many people are there in the author's family?

Who are they?

Who are the two old men in the photo?

How old are they? Are they kind to everyone?

What do they always do in daily life?

Why are the author's parents and the author grateful to them?

自我检查并更正 Post-reading 中的练习 1 答案。教师向部分学生提问，检查学习效果。继续完成 Post-reading I 中的练习 2。

(3) 精读：通过以上步骤，学生初步掌握文章整体脉络后，再精读课文，加强对具体细节及重要细节的把握，以及对文章的理解。同时，教师也可根据学生的基础就课文中的出现的热点词汇、句型等进行讲解，完成 Post-reading II Practice of Words and Expressions 中的练习 1 和练习 2。

(4) 赏读：在学生读课文有了整体的理解后，让他们再听一次录音以欣赏全文，体会文章里表达贴切、内涵丰富的词汇和语句。通过听课文录音，以及跟读模仿，帮助学生练习并纠正发音。同时也可引导学生赏读课文，以达到全面理解全文的目的。

(5) 复习巩固：完成练习册中的练习，检查学生对课本中语言知识的掌握情况。

(6) 总结归纳：在这一环节，教师和学生一起总结归纳所学知识，以学生为主体，教师为主导。

(7) 知识补充：根据学生对课本知识的掌握情况，对课本中的相关知识进行补充和拓展。

## （三）阅读理解

“阅读理解”部分设计的两个练习都紧扣课文内容，以帮助学生掌握段落大意与文章的

细节。建议让学生在速读课文后独立完成。教师可通过提问检查学生的完成情况。

## **Suggested Answers**

### **I. Reading Comprehension**

**1. Read the text and choose the best answer for each of the following blanks.**

1) B 2) B 3) B 4) C 5) A

**2. Complete the following statements according to the text.**

1) retired

2) like my grandfather

3) their deep love

4) a lot of housework

5) a pair of glasses

#### **(四) 词汇学习**

“词汇学习”部分的练习与阅读部分联系密切。建议让学生精读课文后独立完成这项练习，并进行小组核对。教师可首先举例说明词汇的用法，然后再让学生读写以加深印象。

“词汇学习”部分要求学生不仅要理解词汇的意思更要学会运用词汇。教师在讲解时可以首先举例说明每个单词或词组的用法，从而使学生巩固复习其用法。

## **Suggested Answers**

### **II. Practice of Words and Expressions**

**1. Choose the correct words or phrases to complete the sentences.**

1) sitting 2) playing 3) interesting 4) for 5) On

**2. Complete the following sentences with the correct forms of the words or expressions in the box.**

1) is full of 2) Whenever 3) was thinking about 4) was graceful to 5) look like 6) is popular with 7) Both 8) behind

#### **(五) 听力**

“听力”部分的要求是首先能够听懂文章的内容，以及学会用英语来描写人物的外貌、特征、喜好等。“听力”部分的教学步骤建议如下。

(1) 看对话。让学生对对话内容有一个大概的了解。

(2) 听第一遍录音，填写主要信息。

(3) 听第二遍录音，对在第一遍听录音过程中遗漏的内容进行补充。

(4) 核对答案。首先由学生尝试回答；再听第三遍录音，小组内部核对；最后由教师补

充内容。

(5) 学生分组朗读。

### Listening Text and the Answers:

**Please listen to what they are talking and fill in the missing words according to what you have heard.**

Mary: Lucy, is this the picture of your family?

Lucy: Yes, it is.

Mary: Is he your younger brother in your mother's arms?

Lucy: Yeah, he was ten months at that time. Now he is 1.20 meters tall.

Mary: How old is he?

Lucy: He is five years old.

Mary: He looks very pretty and just like a lovely doll.

Lucy: Yeah, his eyes are big and bright. He is naughty but lovely.

Mary: Oh, really? Hope to see him soon.

Lucy: He has gone to the park with my parents. He will be back soon.

### (六) 说

“说”部分的要求是学生能够运用正确的形容词和句式描述人物，并能够对人物相关信息加以介绍。“说”部分的教学步骤建议如下。

(1) 让学生试着用课本 Useful Expressions 中的词汇、句型描写自己熟悉的人物、家庭成员或同学。

(2) 参考 Model 完成练习 1 和练习 2。

(3) 背诵描写人物的常用词和句型，掌握描写人物的一般方法。

### Sample:

#### 1. Describe the following persons. The useful expressions above may help you.

1) He is a fat man with a pair of glasses. He wears blue T-shirt.

2) She is a girl. She has big and bright eyes. She has long black straight hair.

3) She is a student with a bag. She wears a yellow hat and two small plaits.

4) She is fashionable woman with long hair and high-heel shoes. She is tall and slim.

5) She has brown curly hair. She has a high nose.

#### 2. Guessing who he/she is in your class according to one student's description.

略

### (七) 写作

“写作”的要求是：能够掌握 E-mail 书信中地址、称呼、落款的写作格式，学会用英语写 E-mail。

写作教学要求如下。

(1) 组织学生两人一组讨论。

(2) 复习 Speaking 中描写人物的常用词汇、句型。

(3) 教师提供 1~2 篇 E-mail 作为参考，帮助学生明确写作的要求。

(4) 学生独立完成所有写作项目，并相互检查。



(5) 学生完成后，教师可选择几篇文章作为范文进行点评。

**Send an E-mail to your friend to describe your new teachers and new classmates.**

**Sample:**



(八) 语法

**代词（Pronoun）**

“语法”部分涉及的内容是常用代词的一般用法。在教学中，建议教师根据学生的实际情况进行补充。代词可分为以下几种。

**1. 人称代词**

人称代词就是用来指代人或事物的词，分主格和宾格两种类型。

人称	第一人称		第二人称		第三人称			
格	我	我们	你	你们	他	她	它	他们
主格	I	we	You	you	he	she	it	they
宾格	me	us	You	you	him	her	it	them

人称代词在句中作主语时用其主格，作宾语时用其宾格。例如：

I like them very much. 我非常喜欢他们。

I gave her an English-Chinese dictionary. 我给了她一本英汉词典。

**2. 物主代词**

物主代词就是人称代词的所有格，分形容词性物主代词和名词性物主代词两种形式。

词义 类型	我的	你的	他（她/它）的	我们的	你们的	他（她/它）们的
形容词性物主代词	my	your	his, her, its	our	your	their
名词性物主代词	mine	yours	his, hers, its	ours	yours	theirs

形容词性物主代词在句中只能作定语，名词性物主代词在句中能够作表语、主语和宾语等。例如：

His father is a doctor. (形容词性物主代词) 他的父亲是医生。

The book is mine and yours is over there. (名词性物主代词) 这本书是我的，你的在那边。

### 3. 反身代词

反身代词是一种反映动作承受者本身，以及强调前文已出现的人或事物本身的情况或状态的代词。

词义 数	我/们自己	你/们自己	他/她/它/们自己		
单数	myself	yourself	himself	herself	itself
复数	ourselves	yourselves	themselves		

反身代词能够作主语、宾语、表语和同位语。例如：

You'd better take good care of yourselves. 你最好照顾好自己。

The work itself isn't interesting at all. 这项工作本身一点儿意思也没有。

### 4. 指示代词

指示代词是用来指代说话者和听话者共同熟悉的人或事物的代词。指示代词包括 this, that, these, those 等。例如：

This book is new. 这本书是新的。

These books are borrowed from the library. 这些书是从图书馆借来的。

### 5. 疑问代词

疑问代词就是特殊疑问句中表示疑问内容的代词。疑问代词没有单数和复数的形式，它们的数量根据句子其他成分的含义而定。常见的疑问代词有 who (谁), whom (谁), whose (谁的), what (什么) 和 which (哪个, 哪些)。例如：

Whom are you waiting for? 你在等谁?

Which do you prefer? 你喜欢哪一个?

Whose pen is it? 谁的笔?

### 6. 不定代词

指非人或事物的代词叫做不定代词。常用的不定代词有 all, both, either, neither, each, every, a few, few, a little, little, many, much, other, another 等，还有由 some, any, every 等构成的合成词 something, somebody, someone 等。例如：

Both of his parents are teachers. 他的父母都是教师。

All the questions must be answered in English. 所有的问题必须用英语回答。

Each student in our class has some books. 我们班每位学生都有一些书。

Can you show me another pair of shoes? 让我再看双鞋子好吗?

### 7. 关系代词

关系代词的用法相对以上六种有一定难度。建议教师根据情况适当补充。这部分内容将在学习定语从句时详细讲解。

关系代词是用来引导定语从句的，它既代表定语从句所修饰的名词或代词，又在定语从句中担当句子成分（如主语、宾语、定语等），作为宾语时可省略。英语中的关系代词主要有

who, whom, which, that, whose 等。例如：

This is the best film (that/which) I have ever seen. 这是我看过的最好的电影。

She knew the man who/whom I talked to. 她认识我和他谈话的那个人。

The man who gave us a talk yesterday is a teacher. 昨天给我们讲话的那个人是教师。

I know the girl whose name is Mary. 我认识那个名叫玛丽的女孩。

## Suggested Answers

### Practice of Grammar

#### Fill in the blanks with the proper pronoun.

- 1) She                  2) me                  3) mine                  4) your                  5) my  
6) another              7) Nobody              8) few                  9) Which              10) Who

## 三、教学评价建议

### (一) 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening passage.	5	4	3	2	1
I've learned some basic knowledge about my family.	5	4	3	2	1
I've learned how to describe persons.	5	4	3	2	1
I can describe persons in English.	5	4	3	2	1
I can make a short speech.	5	4	3	2	1
I can write an article of describing persons	5	4	3	2	1
I can understand and spell and use the new words and expressions in this unit.	5	4	3	2	1
I can understand the sentence patterns and write new sentences with them.	5	4	3	2	1
I have learned the use of the pronouns and can use them correctly.	5	4	3	2	1
I still need more practice in _____.					

### (二) 测试性评价

**1. Translate the following sentences into English according to the given words in the bracket.**

- 1) 在这张照片上，你会看到坐在前排的是一个男孩。(see ... doing...)
- 2) 那位老人对我们很友好。(be kind to ...)
- 3) 我奶奶总是帮我们做些家务活。(help ... do/to do ...)
- 4) 她站在我妈妈的左边。(on the left of...)
- 5) 他是一个年轻的帅小伙，戴着一副眼镜。(wear/with a pair of glasses)

**2. Fill in the blanks with the correct form of the pronoun in the brackets.**

- 1) \_\_\_\_\_ name is Kate. \_\_\_\_\_ am twelve. There are three people in my family, my father, my mother and \_\_\_\_\_. ( I )
- 2) I don't have this book, \_\_\_\_\_ has one. You can use \_\_\_\_\_. \_\_\_\_\_ book is on the desk. (she)
- 3) \_\_\_\_\_ is busy with \_\_\_\_\_ job now. You can call \_\_\_\_\_ later. (he)
- 4) \_\_\_\_\_ machine doesn't work, but \_\_\_\_\_ don't know how to use yours. (we)
- 5) \_\_\_\_\_ really did a good job in \_\_\_\_\_ work . I'm proud of \_\_\_\_\_. (they)
- 6) This is not my coat. \_\_\_\_\_ (my) is newer than this one. Maybe \_\_\_\_\_ (it) is \_\_\_\_\_. (she)
- 7) The girl is too young. \_\_\_\_\_ can't dress herself, so \_\_\_\_\_ mother dresses \_\_\_\_\_ every morning. (she)
- 8) Bob's grandpa hurt himself. \_\_\_\_\_ parents took \_\_\_\_\_ to the hospital. They left Bob by himself, so \_\_\_\_\_ had to look after \_\_\_\_\_. (he)
- 9) This is not \_\_\_\_\_ bike. \_\_\_\_\_ is broken. Nobody can help \_\_\_\_\_ to mend it, so \_\_\_\_\_ must mend it all by myself. (my)
- 10) The book isn't \_\_\_\_\_ (my). \_\_\_\_\_ (It) may be \_\_\_\_\_ (he).

**Suggested Answers**

**1. Translate the following sentences into English according to the given words in the bracket.**

- 1) You can see a little boy sitting in the front of the photo.
- 2) The old man is kind to us.
- 3) My grandmother always helps us do/to do some housework.
- 4) She stands on the left of my mother.
- 5) He is a handsome young man, wearing/with a pair of glasses.

**2. Fill in the blanks with the correct form of the pronoun in the brackets.**

- |                    |                          |                    |
|--------------------|--------------------------|--------------------|
| 1) My, I, I        | 2) She, hers, Her        | 3) He, his, him    |
| 4) Our, we, us     | 5) They, their, them     | 6) Mine, it, hers  |
| 7) She, her, her   | 8) His, him, he, himself | 9) my, Mine, me, I |
| 10) mine, It, hers |                          |                    |



**补充参考材料 (Supplementary reference materials)**

**一、补充注释**

(1) look at this photos, please. 请看这张照片。

look “看”；“瞧”。常与 at 连用，强调因想看而投注目光，但无论结果如何。例如：

Look! Here he comes.

区别 see “看到；看见”。强调看的结果。例如：

I looked but saw nothing. 我看了看，可是什么也看不见。

(2) In the photo, you can see an old man and an old woman sitting in the front. 在这张照片中，你能看到一位老先生和一位老太太坐在前排。

in the front of “在……里面的前部（包括在内）”。例如：

The man sits in the front of the car. 那个人坐在车的前面。

in front of “在……前面（不包括在内）”。又如：The dog is in front of the car. 狗在车的前面。

(3) They are over seventy and both of them are retired workers. 他们两个都 70 多岁了，都是退休工人。

over “（表示数目、程度）在……以上；超过”，这里相当于 more than. 例如：

He is more than forty. 他四十多岁。

both “两者；双方”，所指数目为二。例如：

Both of my parents are teachers. 我的父母都是教师。

all “全体；全部；所有”，所指数目为三或三者以上。例如：

All of us are going to see the game. 我们都要去看比赛。

over, both, all 三个词的共同点如下。

① 均可用作主语。例如：

All/Both of us wanted to leave early. 我们大家/我们俩都想早些走。

② 均可用作同位语。例如：

We all/both arrived late. 我们都/俩来晚了。

over, both, all 三个词的不同点如下。

① 表示的数量上不同，both 所指数目为二；all 所指数目为三或三者以上。

② all 可与表示一段时间的单数名词连用，表示全，整，整个。例如：

all year/month/week/day 全年/整月/整星期/全天

It is raining all day. 全天都在下雨。

③ all 与可数名词不可数名词均可连用，both 只与复数名词连用。例如：

All my plants have died. 我的花草都死了。

All of the milk had been drunk. 所有的牛奶都已喝完。

Both our cars are Fords. 我们的两辆汽车都是福特牌的。

(4) They are very kind to everybody. 他们对每个人都友好。

be kind to ... “对……友好的；友善的”。例如：

He's very kind to me. 他对我很好。

(5) They always help us do a lot of housework. 他们总帮我们做许多家务活。

help ... (to) do ... “帮助……（做）……”。例如：

He helps me carry the box. 他帮我搬箱子。

(6) I really enjoy living with my grandparents together. 我真的很喜欢和爷爷奶奶在一起生活。

enjoy “从……中获得欢乐”。例如：

I enjoy that meal. 我很喜欢那顿饭。

enjoy doing... “喜欢做……”。例如：

She enjoys playing tennis. 她喜欢打网球。

He enjoys playing computers. 他喜欢玩电脑。

live with sb.= live together, means live in the same house, etc. “和……在一起居住/生活”。例如：

Young men won't live with their parents. 年轻人不愿和父母一起生活。

## 二、背景知识

### 文化迁移中的亲属观

不同的文化有着不同的价值体系，在不同文化的交际中，由于不同的价值观念，也常常引起文化迁移，主要表现在个人隐私、友谊观、亲属观等观念。

下面我们着重了解一下文化迁移中的亲属观。

家庭是社会的中心，在中国的文化中起着十分重要的作用。因此，中国人的亲属称谓十分复杂，身份分得一清二楚。但在英美文化中，称谓比较模糊，如 cousin 一词在中国文化中可以有“堂兄、堂弟、堂姐、堂妹、表兄、表弟、表姐、表妹”八种称谓，uncle 一词也可以对应于“伯伯、叔叔、舅舅、姑父、姨父”等。如果把“你好，表哥”机械地理解为“Hello, my male cousin elder than myself”，把“舅舅”翻译成“my uncle on mother's”，把“伯伯”翻译成“my uncle on aunt's side”则就不太妥当了。因此，应根据英美的文化习俗模糊翻译。

笼统的亲属称谓也反映了英美家庭中人际关系的随便性和开放性，特别是在美国，家庭成员在很大程度上不是以家庭而是以社交场合为生活的中心，追求个体自由和个人利益是人的权利，不允许政府、统治阶层、教会、家庭及任何其他外来因素的干涉。因此，在家庭关系上，美国人对父母及其他亲属几乎没有什么责任。而中国人崇尚集体主义，坚信国家、集体、学校、家庭的利益永远高于个人的利益。在家庭关系上，中国人以血缘家庭和整体和谐为重，讲究孝敬和赡养父母。两种不同的亲属观在交际过程中相互迁移就不足为奇了。

文化迁移在交际过程中还有许多其他方面的表现，它们无时无刻不在影响着人们的交际成效，特别是文化的负向迁移，更是人们交际的障碍。



### 练习册指导 (Teaching Guide for the Workbook)

#### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

##### 1. Complete the passage below with the words or expressions in the box.

There are six people in my family. They are my grandfather, grandmother, father, mother, uncle and I. My grandparents are over seventy and they are both retired workers. My father is forty-five years old and he is a teacher of a vocational school. He is popular with his students. My mother is as old as my father. She is a good nurse in a hospital. My uncle is a handsome young man. He is a student of a medical college. He looks rather cool. I am a pretty girl with long black hair. I

love my family very much.

**2. Complete the following sentences according to the Chinese in the brackets.**

- |                        |                                      |
|------------------------|--------------------------------------|
| 1) helps us do / to do | 2) looks like                        |
| 3) made me very happy  | 4) on the right of                   |
| 5) doing his homework  | 6) is popular with the students      |
| 7) living with         | 8) think about                       |
| 9) full of students    | 10) with / wearing a pair of glasses |

## II. Practice of Structures

**1. Choose the best answer.**

- 1) A 2) C 3) D 4) A 5) C 6) D 7) B 8) A 9) C 10) C

**2. Fill in the blanks with the correct interrogative pronouns (疑问代词) (who, whose, whom, what, which) .**

- 1) Who/ Whom 2) Whose 3) Who 4) What 5) Which

## III. READING TASK

**Complete the following sentences according to the passage.**

- Most American families are smaller than the families in other countries.
- Children in the U.S. will leave their parents' home when they grow up.
- They often visit their parents on holidays.
- Parents think it important for children to decide on their lives by themselves.
- Some parents pay their children for doing some housework because children can learn how to make money for their own use.

## IV. LISTENING TASK

**Listening text:**

Here is the picture of my family. Look, my father stands on the right. He is a doctor. The woman on the left is my mother. She is a teacher. She teaches English in a middle school. Between my father and I is my elder brother. He works in the police station. I am a student of a vocational school. I study hard.

### Suggested Answers

**1. Listen to the tape and find out the correct position of the family members in the picture.**

Position of the family members			
mother	I	brother	father

2. Listen to the tape again and fill in the table. The following pictures may help you.

Family Members	father	mother	brother	Mike
Vocation	doctor	teacher	policeman	student

## V. SPEAKING TASK

1. Look at the picture on the right. Can you describe it? The following sentence patterns and the useful expressions in the textbook may help you.

**Sample:**

There are four people in the picture.

The man and the woman sit behind. They are middle-aged.

The man in red T- shirt is tall.

He has two big eyes, high nose and short hair.

The woman in red has blond hair. She looks a little fat.

The boy and the girl sit in the front. They are teenager.

The boy sits in front of the man. He has short hair and big and bright eyes.

He looks naughty.

The pretty girl on the right of the boy has blond and straight hair, big and bright eyes. She looks lovely.



2. Talk about your family with your partner. The following sentence structures may help you.

My name is Tom. I'm from America. There are four people in my family. They are my father, my mother, my elder brother and I. My father is a doctor. He is fifty. He is a tall man with a pair of glasses. My mother is also fifty. She teaches English in a middle school. She is kind to her students. My elder brother is a college student. He is a handsome young man. He looks rather cool. He likes playing football. I'm a student of a vocational school. I like reading, climbing and playing computer games in my spare time.

## VI. WRITING TASK

Now you have been in the new school for a month. Send an E-mail to your classmate, Li Hua, in the Middle school. Talk about your new life / friends / teachers here. The following sentences may help you.

**Sample:**

Dear Li Hua,

How are you getting along? I have been in the new school for a month. There are fifty students in my class. I get along well with them. My teachers and my classmates are all friendly and kind.



They give me lots of help in my daily life.

I like the new life here. But I also miss you and my teachers very much. I know you have started a new term. How is everything with you? Please send me E-mail when you are free.

Best wishes!

Yours,  
Wang Mei



## 参考译文

### 我的家庭

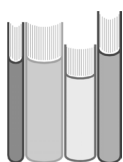
请看这张照片。这是我的全家福。

照片里你看到坐在最前排的是我的祖父母，他们都已经七十多岁啦，都是退休工人。他们对所有的人都很友好。他们经常帮我们做很多家务。我真的很喜欢和他们生活在一起，父母和我对他们给予我们的厚爱充满感激。

站在祖父后面的是我的爸爸，他长得像我的祖父。他 45 岁，是职业学校的教师。他在学校已教书多年，总是能使自己的课生动有趣，很受学生欢迎。祖母后面是我的妈妈。她也是 45 岁，但看起来却比实际年龄年轻，她是一个工作认真的人，是医院的护士。

站在父亲旁边的那个高瘦，戴眼镜的帅气年轻人，看起来很酷，他是我的叔叔。他目前是医学院的学生。他梦想成为一名医生。看到站在我母亲左边的长着乌黑长发的那位漂亮女孩了吗？她是谁？猜猜看？

这就是我幸福的一家，每当我想起我家时，心中就充满了爱与温暖。



## Unit 4 Time



### 教学目的和要求 (Teaching aims and demands)

类别	语言知识和语言能力要点	
话题	Basic knowledge about time; learn to respect time.	
词汇	important, realize, until, receive, airport, meet, glad, problem, sure, worry, enough, joy, suddenly, remember, terrible, drive, delighted, taxi, ashamed, fault, gift, hand, believe, remind, fail, lesson, tide, man	
短语	not...until, on time, look forward to, at top speed, next to, by plane, get to be sure, Don't worry, get up, leave for, on line, in great joy, My God! talk with, at home, be busy with, be/feel sorry for sth. too...to, remind...to do..., fail to do..., a good lesson, <i>Time and tide wait for no man</i>	
功能	Asking the time , date	Possible responses
	1. What day is (it) today? 2. What's the date today? 3. Excuse me .What time is it by your watch? /What's the time, please?	1. It's Monday. 2. It's January 10th. 3. It's five o'clock. / It's five thirty (half past five)/ It's a quarter past (to) six/It's one o'clock.
语法	数词 (numeral): 基数词表示数目的多少, 如 one, two, three, four, five, six, seven 等; 序数词表示顺序的先后, 如 first, second, third, fourth, fifth, sixth, seventh 等; 年月日、分数、百分数、小数、时刻等的表达法。	



### 教学建议 (Suggested teaching notes)

#### 一、单元内容分析

本单元的中心话题是“时间”，涉及询问时间、日期、价格等内容。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

##### (一) “热身” (Warming up)

“热身”部分设计了一个“询问时间”的问题，要求学生依照钟表时刻做出回答，从而

掌握询问时间和应答的表达方法，以及时刻的表达法和读法。这部分还对“时间”这一概念的理解展开讨论，从而引出对阅读部分内容的学习。

## （二）“阅读”（Reading）

“阅读”部分讲述了一个故事。

全文分成五段，讲述作者一开始没有认识到时间的重要性，后来通过自己的亲身经历，真正认识到了时间的重要性，并从这件事上吸取了教训，同时也让读者深刻感悟到“岁月不等人”这个谚语的涵义。

## （三）“读后”（Post-reading）

### 1. 阅读理解（Reading Comprehension）

阅读理解部分设置了两个练习，主要用来帮助学生更好地理解阅读课文的内容。练习 1 要求学生依据课文内容，完成句子，主要是检查学生对课文内容的理解情况；练习 2 要求学生根据课文内容发展顺序，将排列混乱的句子按照故事发生的顺序重新排列。

### 2. 热点词汇与短语训练（Useful words and Expressions）

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的热点词汇与短语，有两项练习，练习 1 是选词填空，根据句子的内容选择适当的词汇或者短语填空，主要是复习理解课文中的热点词汇和短语的意义，让学生进一步掌握文中热点词汇和短语的用法；练习 2 是要求学生在充分理解课文和句子后，重新选词，排列顺序，组织句子，有效地帮助学生练习和掌握课文中的重点句子和句型。

这两项练习能有效地帮助学生掌握已知词汇，同时还可以扩大学生的词汇量。

## （四）“听力”（Listening）

“听力”部分设计了一组询问数量、价格、时间和日期的对话。首先组织学生看对话，把握对话的大意，明确要听的任务，然后再组织学生听对话，做练习。目的是让学生掌握和练习询问时间、日期的方法及数量、价格等的数字的表达方法。

## （五）“说”（Speaking）

“说”部分主要是根据阅读部分的内容，练习两人相约在某时某地见面，其中一人迟到而展开对话。首先给出了一个样本，要求学生细读，然后设计了一个相似的情景，让学生根据情景，仿照样本进行小组练习。

## （六）“写作”（Writing）

“写作”部分要求学生写一篇日记。通过该练习可以帮助学生掌握日记书写的格式及要求。这个部分的设计分三个步骤，首先让学生学习写日记的格式及要求；然后给出一篇日记样本，让学生仔细阅读；最后要求学生模仿样本格式写出一篇日记。

## （七）“语法”（Grammar）

“语法”部分主要是帮助学生了解、掌握数词的用法以及三位以上的基数词、分数、百分数、时刻和年代等的表达方法，区分基数词与序数词的用法。

### （八）“小结”（Summing Up）

“小结”部分涉及两项内容：让学生总结所学到的有关时间的知识；让学生对本单元所学到的名词、动词、词组、短语及语法部分的数词及用法进行小结，进一步复习和巩固本单元的主要内容。

### （九）“学习建议”（Learning Tip）

“学习建议”所选的谚语和名人名言都是用最凝练的语言阐述最深刻的哲理，以引导学生树立正确的观念。这样，不仅可以开启他们的心智，而且对他们提高写作水平大有益处。

### （十）“音乐欣赏”（A English Song）

“音乐欣赏”部分精选优美经典的英文歌曲，目的是提高学生学习英语的兴趣。

本单元涉及的要点如下。

- （1）学习并掌握“时间、日期、价格”的询问方式，懂得时间的重要性。
- （2）了解有关时间的知识，学习会尊重时间。
- （3）学习并初步掌握本单元的“教学目的和要求”中的词汇、短语及功能用语。
- （4）学习并掌握数词及其用法。
- （5）学习日记的写作格式、要求及方法。

## 二、教学建议与训练

### （一）热身

教师可以首先问这样的问题：—When does our class begin in the morning?

此时学生应该回答：—Our class begins at 8:00 (eight O'clock).

从而引出询问时间及答语的表达方法，例如：

询问：What's the time, please?（现在几点？）

同时，还可以用以下内容表达这个问题：

Do you have the time?

What time is it now?

Have you got the time?

What time have you got?

May I ask the time?（我可以问您现在几点吗？）

Could you tell me what time is it now?（您能告诉我现在几点吗？）

回答：

1:45——It's one forty-five. / It's a quarter to two. / It's a quarter of two.

6:05——It's six five. / It's five past six. / It's five after six.

6:17——It's six seventeen. / It's seventeen past six.

6:45——It's six forty-five. / It's a quarter to seven.

6:55——It's six fifty-five. / It's five to seven.

在这里，教师可以具体讲解时间的读法。

注意：时刻的表示：点、分、秒均用基数词。不足 30 分钟，用介词 **past**，意为“几点过几分”。超过 30 分钟，用介词 **to**，意为“差几分几点（下一钟点）”。在美式英语中，用 **after** 代替 **past**，用 **of** 代替 **to**。但是，目前最常用的“几点几分”读出形式是钟点、分钟，分别按顺序用基数词读出。

此时，教师可以做一些拓展练习，例如：

(1) 练习时间询问方法（和回答）。

When is our class over? （什么时候下课？）（回答：At 5 P.M.）

When do you get up every day? （你每天什么时候起床？）（回答：At 6 A.M.）

When do you go to bed every day? （你每天什么时候睡觉？）（回答：At 10 P.M.）

(2) 询问日期的表达法。

What day is (it) today? （今天几号？）

同时，还可以用以下内容表达这个问题。

What date is it today?

What's the date?

What's the date today?

回答：It's the tenth. 或 It's November tenth. （今天 10 号。）

注意：日期表达法可以采用英式日、月、年的日期格式或美式月、日、年的日期格式，但常用美式月、日、年的日期表达法。表达日期的时候月份可以缩写，日和年用逗号隔开。

(3) 询问星期表达法。

What's the date today? （今天星期几？）

回答：It's Friday. （星期五。）

(4) 询问时间的概念。

What is time? （时间是什么？）

让学生回答自己对时间概念的理解。

教师可以用以下问题引导学生。

Is it a thing to be saved or spent or wasted, like money? （是一种像金钱一样可以节省、花用或浪费的东西吗？）

Or is it something we have no control over, like the weather? （或者它像天气那样，是一种我们无法掌握的东西？）

Is time the same all over the world? （全世界的时间是不是都一样呢？）

Does everybody have the same number of time? （每个人的时间数量相同吗？）

Do you value your time? （你珍惜时间？）

教师总结如下。

Time is something that you can never take back. It will never return when it passes. Time passes in the same way, it doesn't speed up for the rich and slow down for the poor. Wherever you go, a minute is 60 seconds, an hour is 60 minutes, a day is 24 hours, and so forth（以此类推）。Everybody has the same number of hours per day. Perhaps time is unlimited in some degree, but man's life is limited. So man must value his time. To value his time means to value his life. Just as

Lu Xun's words "Wasting others' time is a kind of murdering." So, we must value our time, and we must value our life.

翻译如下。

时间是一种一旦逝去就无法找回的东西。时间都是以同样的方式流逝，无论你富有还是贫穷，在富有者面前不会加快流逝，在贫穷者面前也不会缓慢脚步。不管你去那里，一分钟都是 60 秒，一小时是 60 分钟，一天是 24 个小时，以此类推。

每个人每天拥有相同数量的时间。也许在某种程度上讲，时间是无限的，但是人的生命是有限的。因此，我们一定要珍惜时间，珍惜时间就是珍惜生命。正如鲁迅所说：“浪费别人的时间就是谋财害命。”因此，我们必须珍惜时间，珍惜生命。

通过这样的练习，既可以帮助学生树立正确的时间观念，又可以帮助学生预测阅读内容与阅读中可能出现的词汇，激发学生的阅读兴趣和欲望。

### Suggested Answers

six o'clock	six five	six seven
six thirteen	a quarter past six	six thirty or half past six
six forty-two	a quarter to seven	five to seven

#### (二) 阅读

##### 1. 本课的阅读目的

- (1) 帮助学生理解时间的重要性，要尊重时间，要遵守时间。
- (2) 帮助学生掌握时间的表达方法。
- (3) 默写、套写或仿写课文中叙述或描写时间的短文。
- (4) 了解关于时间的谚语。

##### 2. 本课的教学步骤如下。

(1) 让学生回忆自己是从什么时候开始有了时间概念，即什么时候开始认识到时间的重要性。教师可以问如下问题。

When did you know that time was important to you? 你什么时候认识到时间的重要性的？

What made you realize that time was important to you? 什么事促使你认识到时间重要性的？

What lesson have you got from that story (matter)? 你从那个故事（那件事）中吸取了什么教训？

同时，教师应帮助学生树立正确的时间观念，教师可以问：If a person does not obey time, do you think he or she is reliable? （如果一个人不遵守时间的话，你认为他或她值得依赖吗？）通过这样的练习，让学生对时间有一个基本正确的认识。

(2) 要求学生独立阅读课文，阅读前教师可以简单提示要阅读的内容。例如：

“有这样一位年轻人，一直没有意识到时间的重要性，直到有一天生活中发生了一件事，彻底改变了他的时间观念。这是一件什么事呢？”

(3) 要求学生阅读课文时找出事件（what）发生的时间（when）、地点（where）、人物（who）、原因（why）、过程（how）及结果（result）。此时，教师可以选用以下问题，让学生带着问题阅读课文，以利于学生初步掌握课文的基本框架结构。

What did the father ask the writer to do? When to do it? And where?

What the writer did before going to the airport?

Did the writer find his grandpa at the airport? And why?

What was the reaction of the writer's grandpa? How about his father's?

What did the writer's grandpa give him as a gift? Why?

What was the writer's fault? What did he learn from it?

(4) 阅读后要求学生回答以上的几个问题，教师可以适时补充。通过这一环节的练习，学生可以完善对课文整体脉络的认知。让学生再次细读课文，捕捉具体细节信息，归纳课文大意，加深对课文的理解。这时候，教师可以适时讲解课文中的语言知识点。除了帮助学生初步掌握本课的词汇短语外，还要提示学生在阅读过程中，注意文中人物的情感表述的词句。随时归纳总结，并结合上下文设计练习。

(5) 在学生对课文有了整体和细节的理解后，可以让学生再听一次录音欣赏全文，体会文章里表达贴切、内涵丰富的词汇和语句。同时，也可引导学生跟读课文，掌握课文的整体脉络与重要细节，并纠正自己的语音语调，体会文中人物的感受和情感表达，帮助建立音、行、意方面的联系，进一步领悟全文。

(6) 分角色朗读课文。角色分别是 the narrator (旁白), the writer, the father and the grandpa。在条件允许的情况下，教师可以组织学生进行对话表演。

(7) 教师进行总结，带领学生合上书本，回忆本课所学内容，让学生说出事件 (what)，及事件发生的时间 (when)、地点 (where)、人物 (who)、原因 (why)、过程 (how) 及事件结果 (result)。

### (三) 阅读理解

“阅读理解”部分设计的两个练习都是紧扣课文的，主要用来帮助学生更好地理解和掌握课文的主要内容和细节。练习 1 要求学生依据课文内容，完成句子，这个练习主要是检查学生对课文内容的理解情况，教师可以要求学生独立完成这个练习；练习 2 要求学生结合课文内容发展顺序，将排列混乱的句子按故事发生的过程重新排列。在做题时，教师可以要求学生重新阅读课文，并做必要的指导，帮助学生理清事情发展的经过。

## Suggested Answers

### 1. Complete the following statements with words or expressions in the text.

- 1) After I receiving a small gift, I realized that time was important in our life.
- 2) One day, my father said to me that my grandpa was coming to see us by plane the next day.
- 3) I suddenly remembered my grandpa when we were playing in great joy.
- 4) I arrived at the airport at 11: 30.
- 5) My father was very angry because I didn't arrive at the airport on time.
- 6) My grandpa got out of the airport, and didn't find his grandson, me, meeting him. He thought I was busy with my work.
- 7) I got a good lesson that time and tide wait for no man.

### 2. Rearrange sentence sequence according to the text. (根据故事发生顺序排列句子)

- 2)→1)→5)→6)→3)→4)

#### (四) 词汇学习

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词语。练习 1 要求学生理解单词的意思，然后填空，在做练习前，可首先让学生找出课文中出现的短语，了解它们的意思；练习 2 要求学生在充分理解课文和句子后，按照语法结构，排列单词顺序并组词成句子。

#### Suggested Answers

**1. Complete the following sentences with the correct forms of the words or expressions in the box.**

- 1) on time    2) didn't...until    3) too...to    4) leave for    5) am sorry for  
6) on line    7) am looking forward to    8) failed to    9) in great joy    10) am sure

**2. Rearrange the words into a correct sentence.**

- 1) I played a computer game on line with my friend.  
2) I drove to the airport at top speed.  
3) I know you are busy with your work and study.  
4) I took a taxi to come here from the airport.  
5) You should be sorry for your fault.

#### (五) “听力”

“听力”部分是关于一女子在车站问讯处询问有关数量、价格、时间和日期的对话。建议教学步骤如下。

- (1) 组织学生听前先看对话，把握对话的大意，明确要听的内容。
- (2) 组织学生听对话，做练习。
- (3) 组织学生第二次听录音。
- (4) 让学生回忆一下询问时间、日期的方法及数量、价格的表达方法。

**Answers:**

- 1) four    2) One    3) At 10:30 A.M.    4) at 11:30 P.M.    5) 215

**Listening Text and the Answers:**

*Lisa is asking for information about the trains to Beijing at the information desk of the railway station.*

**Lisa:** Excuse me, how many trains leave for Beijing from here a day, please?

**Clerk:** Let me see, D102 is at 10:30; T218 at 13:45; K354 at 15:27 and T216 is at 21:15. Yes, there are four trains from here to Beijing every day.

**Lisa:** How many trains leave in the morning?

**Clerk:** One.

**Lisa:** What time does the train leave?

**Clerk:** At 10:30 A.M.

**Lisa:** When does it arrive in Beijing?

**Clerk:** It should be there at 11:30 P.M., but it may be a little late.

**Lisa:** How much is a one-way ticket?



**Clerk:** It's 2:15 Yuan.

#### (六) “说”

“说”部分主要练习两个人中其中一个人不守时，迟到后如何表示歉意。

教学步骤建议如下。

建议设计以下任务型教学活动。

(1) 教师组织学生将道歉的表达法和表示日期、时间的常用句型罗列出来，和学生一起练习几遍。

(2) 要求学生细读样本，达到熟读或会背，再组织学生进行小组练习。

(3) 让学生使用步骤1和步骤2中的表达法，按照所给的情景提示，仿照样本进行小组练习。

**Lucy borrowed Lily's MP3 (or dictionary, or camera) last night. She promised to return it to Lily at 10 o'clock this morning. But now it's 2:00 P.M. Lucy is talking with Lily...**

**Sample:**

**Lucy:** Hi, Lily. Sorry. I am late to return your iPad. Here you are.

**Lily:** Lucy. It's 2:00 P.M. You are four hours late. What's the matter?

**Lucy:** I'm so sorry, Lily. I went out to go shopping at 8:00 this morning. I thought I could come back at 9:30, and then I could come here....

**Lily:** Yes, Come back at 9:30. There is enough time to come here. Why not?

**Lucy:** But I met Ann in the street, you know, I hadn't seen her for a long time. So, we played together...

**Lily:** Oh, so you forgot the time?

**Lucy:** Yes. It's my fault. I am ashamed. I'm sorry.

**Lily:** It doesn't matter! Be careful later, OK?

**Lucy:** OK. I will. Thank you, Lily.

#### (七) “写作”

“写作”部分要求学生写一篇日记。

教学步骤建议如下。

(1) 教师详细讲解书写日记的格式及要求。

(2) 组织学生仔细阅读所给的日记样本。

(3) 要求学生模仿其格式写出记录自己一天活动的日记。

### Suggested Answers

September 1, 2013 Monday

Fine

I got up at 6:00 this morning. I did morning exercises for about twenty minutes. Then I had my breakfast and left for school.

My first class began at 8:00 A.M. And I had lessons from 8 to 12 in the morning. I had my lunch at 12:30 P.M. at school. At 2:30 P.M., I had classes. My last class end at 4:30 P.M. After class, I played football on the playground for one hour.

I had supper at 6:30 P.M. Then I watched TV news at 7:00 P.M. At 7:30 P.M., I did my homework.

I felt very happy today.

Now, it's about 10:00 o'clock P.M. It's time to go to bed.

#### (八) “语法”

“语法”部分主要是帮助学生了解、掌握数词的用法。

教学步骤建议如下。

- (1) 教师可以首先讲解数词的概念、构成及其用法。
- (2) 鼓励学生独立做课本中的语法练习。
- (3) 同桌之间核对答案。对于做错的题，组织学生思考，并查对书中列出的数词用法。
- (4) 由教师给大家讲解，直到同学们完全掌握。

学习英语数词时还要注意以下几点内容。

(1) 基数词的复数形式。当基数词 hundred, thousand, million, billion 等词前有具体数词或 several 修饰时，必须用单数；反之则须加“s”。例如：

three hundred people (三百人)

several hundred years ago (几百年前)

two thousand students (两千个学生)

thousands of people (成千上万的人)

(2) 表示世纪、年代时在年份前有定冠词并在年份后加 s，如 the 1870s (19 世纪 70 年代)。

注：① 规范语言中年份前的定冠词必须加。

② the 1870s 中 s 前加'或不加'都行，即 the 1870s 或 the 1870's 都对。

(3) 在表示带分数时，整数和分数之间要用“and”连接。

如  $2\frac{3}{5}$  应读为“two and three-fifths”。

(4) 百分数中的百分号%读为“percent”或“per cent”。

(5) 时刻的表示。点、分、秒均用基数词。目前，最常用的“几点几分”读出形式是钟点、分钟，分别按顺序用基数词读出。例如：

5:00——five o'clock.

7:30——seven thirty or half past seven.

9:25——nine twenty-five or twenty-five past nine. (不足 30 分钟，用介词 past，意为“几点过几分”)

11:42——eleven forty-two or eighteen (minutes) to twelve. (超过 30 分钟，用介词 to，意为“差几分几点”)

注：在美式英语中，用 after 代替 past，用 of 代替 to。例如：

7:15——a quarter after six.

9:45——a quarter of ten.

另外，为了区别上午和下午，通常在时刻后加 A.M. (上午) 或 P.M. (下午)。

## Suggested Answers

- 1) three hundred and sixty-five
- 2) thousands of
- 3) Two thirds
- 4) ninth
- 5) Three
- 6) Eighty percent
- 7) twelfth
- 8) forty
- 9) the first
- 10) two hours

## 三、评价建议

### （一）非测试性评价

#### 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and listening dialogue.	5	4	3	2	1
I've learned some famous sayings about time.	5	4	3	2	1
I've learned that we have to respect time and be on time.	5	4	3	2	1
I know how to ask the time, date and give responses.	5	4	3	2	1
I know how to write a diary.	5	4	3	2	1
I can understand and spell the new words and expressions, and use them in new situations.	5	4	3	2	1
I can understand new sentence patterns and write new sentences with them.	5	4	3	2	1
I've learned the Grammar: Numerals.	5	4	3	2	1
I still need more practice in _____.					

### （二）测试性评价

#### 1. Fill the blanks with the full spelling of the numerals.

- 1) There are \_\_\_\_\_ (12) months a year and \_\_\_\_\_ (7) days a week and \_\_\_\_\_ (24) hours a day.
- 2) The Yellow River is the \_\_\_\_\_ largest river （第二大河） in China.
- 3) I usually get up at \_\_\_\_\_ (6:00) and have breakfast at \_\_\_\_\_ (7:00) in the

morning.

4) \_\_\_\_\_ (65%) of our students has finished the homework on time.

5) 0.439 can be spelt as \_\_\_\_\_.

**2. Translate the following into English.**

- 1) 时间对每个人都很重要。
- 2) 它将会时时提醒你及时做你应该做的事情。
- 3) 我迟到了两个小时。
- 4) 我盼望再次见到你。
- 5) 我以最快的速度开往机场。
- 6) 岁月不等人。

**Suggested Answers**

**1. Fill the blanks with the full spelling of the numerals.**

- 1) twelve, seven, twenty-four
- 2) second
- 3) six o'clock, seven o'clock
- 4) sixty-five percent
- 5) zero point four three nine

**2. Translate the following into English.**

- 1) Time is very important for every one.
- 2) It will remind you to do what you should do on time.
- 3) I was late for two hours. / I was two hours late.
- 4) I am looking forward to seeing you again.
- 5) I drove to the airport at top speed.
- 6) Time and tide wait for no man.



**补充参考材料 (Supplementary reference materials)**

**一、补充注释**

(1) But I didn't realize it until I received a watch from my grandpa. 但是一直到爷爷送了我一块表后, 我才意识到时间的重要性。

not...until “直到……才”。例如:

My mother did not go to bed until I came back. 直到我回来, 我妈妈才去睡觉。

I didn't go to bed until the TV play was over. 直到电视剧结束我才睡觉。

I didn't know anything about it until he told me. 直到他给我讲时, 我才知道此事。

He did not go until night. 他直到夜里才走。

(2) Your grandpa is coming to see us by plane tomorrow. 你爷爷明天乘飞机来看我们。

is coming 表示将来时态。英语中 come, go, leave, start, arrive 等少量动词的现在进行时表示即将发生的动作。例如:

He is leaving for Beijing tomorrow. 他明天将动身去北京。

The train is arriving in ten minutes. 火车十分钟后到达。

by plane “乘飞机”又可写为 by air。

by 用法比较多, 在这里用着介词, “以……方式”; “(如交通等) 乘; 用”, 表示用交通工具、通信工具, 后接名词单数, 不加冠词, 如 by bus “乘公共汽车”; by bike “骑自行车”; by train “乘火车”; by Ship “乘船”。

常见的用法还有如下几种。

① 介词, “在……旁; 靠近”。例如:

Our teacher was sitting by the window. 我们的教师正坐在窗户旁边。

Stand by me! 站到我的身旁来!

② 介词, “经过”。例如:

He walked by me without speaking. 他走过我的身旁, 没有说话。

My brother goes by the building every day. 我弟弟每天从这楼旁走过。

③ 副词, “从旁边经过”。例如:

He hurried by without a word. 他匆匆地走过去没有说一句话。

Time has gone by. 时间已过去了。

She walked by. 她走过去了。

④ 介词, “用; 靠; 通过”。例如:

I know it by heart. 我把它记在心头。

They can read by touch. 他们可以通过手摸来阅读。

By getting up early, I can have an hour for reading English in the morning. 靠起得早, 我每天早晨有一小时时间阅读英语。

⑤ 介词, “不迟于”。例如:

I shall be back by 5 o'clock. 最迟五点我一定回来。

How many English parties had you had by the end of last term? 到上学期末, 你们举行了几次英语晚会?

(3) Will you please get to the airport at nine thirty in the morning to meet your grandpa on time? 你早上九点半准时去机场接爷爷好不好?

Will you please.../ Would you please...? 用于问句中, 劝解对方“请你做……好不好?” “请你做……行不行? ”。例如:

Will you please come in? 请你进来好不好?

Will you please help me? 请你帮帮我好吗?

Would you please open the door? 麻烦你把门打开好吗?

get to “到达”。同义词还有 reach, arrive (at/in)。例如:

I got to school earlier yesterday morning. 我昨天早上到校比较早。

We reached /arrived at the station five minutes late. 我们到车站晚了五分钟。

on time “准时, 按时”。例如:

Can you get up on time? 你能按时起床吗?

The train arrived on time. 火车正点(准时)到达。

He reached the airport on time. 他准时到达了机场。

(4) I was so glad to hear this because I was looking forward to seeing my grandpa. 因为我一直在期盼着见到爷爷, 所以听到这个消息我很高兴。

be glad to do ... “为……感到高兴”, to do...不定式作状语表原因。例如:

I'm glad to meet you. 见到你, 我很高兴。

His parents were very glad to know his success. 他的父母知道他成功了很高兴。

look forward to... “渴望……, 期盼……”, to 是介词, 后面跟名词或相当于名词的词。

例如:

I am looking forward to hearing from you. 我期盼着你的来信。

I look forward to working with you again. 我非常期盼再次和你一起工作。

(5) “OK. No problem.” I answered, “I'm sure I will get to the airport before 9:30. Don't worry.” “好吧, 没问题。”我回答到, “别担心! 我保证九点半之前到达机场。”

sure 既可作为形容词, 又可作为副词。

① 用作形容词, 意为“肯定的; 当然的; 有把握的”。例如:

(a) be sure (不接其他词), 意为“肯定的”。例如:

Are you sure? 你能肯定吗?

I think he is coming, but I'm not quite sure. 我想他要来, 但我不十分肯定。

(b) be sure to do...表示要求, 意为“务必做某事; 请一定做某事”, 多用于祈使句。

例如:

Be sure to telephone me and give me all the news. 请一定要给我打电话, 让我知道所有的消息。

be sure to do ... 还可表示一种推断, 意为“一定做某事; 肯定做某事”。例如:

The child is sure to be a teacher. 这孩子一定会成为一名教师。

You are sure to win. 你(们)肯定会赢。

(c) be sure of / about (doing) sth. 表示人对某事(物)的看法, 意为“对……有把握”。

其后常接名词、代词或动词-ing形式。例如:

Are you sure of passing the exam? 你有把握通过考试吗?

I'm not sure about English grammar. 我对英语语法没有把握。

(d) be sure+从句, 意为“确信; 对……有把握”。例如:

I am sure (that) he is right. 我肯定他是正确的。

I'm sure that he will come. 我确信他会来。

② sure 用作副词, 意为“当然; 的确; 一定”。例如:

(a) 常用来回答一般疑问句, 意为“当然; 的确”, 相当于 yes 或 certainly。例如:

—Are you going with us? 你和我们一起去吗?

—Sure. 当然啦。

(b) make sure 意为“查明; 弄清楚”。其后可接 of, about 或 that 从句。例如:

You should make sure of the time. 你应该把时间弄清楚。

She made sure that she turned off the light. 她确定她已关灯了。

(6) I had enough time to do something before leaving for the airport. 动身前往机场之前我有足够的时间做点事。

before “在……以前”。before 构成短语表示时间, 强调“起始点”, 表示从某一时间或事件之前。例如:

I can watch TV for an hour before doing my homework every Monday afternoon. 每星期一下午我做家庭作业之前, 可以看一小时的电视。

leave for... “动身前往……”。例如:

He left for Beijing yesterday. 他昨天动身去北京了。

I will leave for America tomorrow. 我明天将动身前往美国。

(7) So I played a computer game on line with my friend. 于是, 我在网上和朋友玩起了计算机游戏。

on line “在线上, 在网上”。

play with sth. “以……自娱”。play with sb. “与……一起玩”。例如:

Don't play with fire. 别以玩火自娱。(不要玩火。)

Come on, play with me. 求求你和我一起玩吧。

(8) When we were playing in great joy, I suddenly remembered my grandpa. 当我们正兴致勃勃地玩时, 我突然想起了我的爷爷。

were playing 过去进行时态。表示过去某时正在进行的状态或动作。这句话中主要是描述一件事发生的背景, 即一个长动作(玩)发生的时候, 另一个短动作(想起)发生。例如:

It was raining when they left the station.

又如文中又用到的过去进行时, I found my grandpa was talking with my father at home. 我发现爷爷正在家和父亲谈话。

in great joy “兴致勃勃”。例如:

When we were talking loudly in great joy, our teacher stopped us. 当我们正兴致勃勃高谈时, 我们教师制止了我们。

(9) My God! 感叹语, 意思是“天啊!”。

(10) How terrible it was! 真糟糕!

How+形容词或副词+主语+谓语+! 是感叹句。例如:

How beautiful the flowers are! 这花多么美哇!

感叹句通常由 what, how 引导, 表示赞美、惊叹、喜悦等感情。

what 修饰名词, how 修饰形容词、副词或动词。

掌握感叹句的搭配, 即掌握了感叹句的重点, 感叹句结构主要有以下几种。均为陈述语序。

How +形容词+ a +名词+主语+谓语+!

How+形容词或副词+主语+谓语+!

What +名词+主语+谓语+!

What+ a+形容词+名词+主语+谓语+!

What+ 形容词+复数名词+主语+谓语+!

What+ 形容词+不可数名词+主语+谓语+!

陈述语序

例如: How clever a boy he is!

How lovely the baby is!

What noise they are making!

What a clever boy he is!

What wonderful ideas (we have)!

What cold weather it is!

感叹句的省略形式为:

What a clever boy (he is)!

(11) I drove to the airport at top speed, but I was two hours late. 我全速驶向机场, 但是还是迟了两个小时。

at top speed “以最快速度, 顶极速度”。

be + 时间长度 + late “迟到了……时间”。例如:

I was ten minutes late for class this morning. 我今天上午上课迟到了十分钟。

(12) It was lunch time when I got home.

when “当……时候”, 引导时间状语从句。When 既可以和延续性动词连用, 也可以和短暂性动词连用; when 从句的谓语动词可以在主句谓语动作之前、之后或同时发生。例如:

Why do you want a new job when you've got such a good one already? 你已经找到如此好的工作, 为何还想再找新的?

When I got to the airport, the guests had left. 当我赶到飞机场时, 客人们已经离开了。

又如文中又用到的 when 引导的时间状语从句, My grandpa was delighted when he saw me. 当我爷爷看见我时很高兴

(13) I found my grandpa was talking with my father at home.

was talking 为过去进行时。

talk with... “和……谈话”。例如:

He was talking with a friend. 他正和朋友谈话。

(14) My grandpa was delighted when he saw me and said, “Hi, my dear grandson. I know you are busy with your work and study. So I took a taxi to come here from the airport.”我爷爷一看见我就高兴地对我说: “你好, 我的宝贝孙子, 我知道你忙于你的工作和学习。所以我就从机场乘出租车来了。”

when he saw me. when 引导时间状语从句。

Why do you want a new job when you've got such a good one already? 你已经找到如此好的工作, 为何还想再找新的? (get 为短暂性动词)

When I got to the airport, the guests had left. 当我赶到飞机场时, 客人们已经离开了。

be busy with... “忙于……”。例如:

He is busy with answering the letter to his mother now. 他现在忙于给他妈妈回信。

(15) I was too ashamed to say a word. 我羞愧得说不出一句话。

too...to “太……以至于不能……”。例如:

This question is too difficult to answer. 这个问题太难了以至于不能回答。



I'm too tired to say anything. 我太累了，什么都不想说。

(16) My father looked very angry and said, "You should be sorry for your fault." 我的父亲看起来非常生气，对我说道：“你应该对你的过错感到歉疚。”

Look 是系动词“看起来，看上去”，后面跟形容词做表语。例如：

You look sad. 你看上去忧伤。

同样用法的系动词还有 feel“感觉起来……”；touch“触摸起来……”；sound“听起来……”；smell“闻起来……”等。

be sorry for ... “为……感到难过；对……歉疚”。例如：

I'm so sorry for what I have done. 我对我所做的事深感内疚。

(17) My grandpa asked me to sit next to him. 我爷爷要求我坐在他的旁边。

ask...to do ... “要求……做……”。to do ... 动词不定式作宾语补足语。

She has asked him to come to the party. 她邀请他来参加聚会。

My mother asked me to go there on time. 妈妈要求我按时到达。

next to 用作介词，“在……的旁边；在（某人/某物）的后面；跟在……之后”。例如：

Tom sat next to Peter on the sofa. 汤姆挨着彼特坐在沙发上。

Next to English her favorite subject is Math. 她最喜爱的学科是英语，其次是数学。

(18) “Here is a small gift for you,” he handed a watch to me and said, “I believe it will remind you to do what you should do on time.” “我给你准备了一份礼物，”他递给我一个手表并且说道，“我相信它将会时时提醒你及时做你应该做的事情。”

Here is a small gift for you. here 放于句首加强语气，如果主语是名词时，限定动词紧接 here 之后；如果主语是人称代词时，限定动词不可紧接 here 之后。

又如：Here comes the bus! 公共汽车来了！

Here it comes! 它来了！

Here we are! 我们到了！

Here you are! 给你！

remind ... to do ... “提醒……（某人）做……（某事）”。例如：

Remind me to write to mother. 提醒我给妈妈写信。

(19) It is my fault that I failed to meet my grandpa on time. 没有按时去接爷爷是我的错。

It 是形式主语，真正的主语是主语从句 that I failed to meet my grandpa on time.

fail to do ... “未能做成……（某事）”。例如：

I failed to pass the exam last week. 我上周考试不及格。

(20) The watch often tells me “Time and tide wait for no man.”

Time and tide wait for no man. [谚]岁月不等人。

wait for... “等待……”。例如：

Wait for me, please. 请等一等我。

## 二、背景知识

### 1. 美国人的时间观

由于不同国家有着不同的文化背景，所以时间的含义和时间观念也因而大相径庭。

在美国人的生活中，有两样东西他们特别节省：时间和人力（time and labor）。有这样一种说法，即美国人是钟表的奴隶（slaves to nothing but the clock）。对他们来说，好像时间就是一个几乎看得见的通道。在他们眼中，时间可以节省、安排、浪费、侵占和消磨等。美国人还对时间收费，他们认为时间是一种珍贵商品。许多美国人对一生时间的短促相当敏感，一个人的沙漏计时器中的沙子一旦流走了，就无法弥补了。他们要让每分钟都有价值。

由于人们非常珍惜时间，所以他们不喜欢浪费别人时间的人。在美国人的价值观中，耐心并不很重要，许多美国人可以说是“脾气急躁的”。如果他们感到时间在悄悄流失而一无所得时，他们便开始说话激动，坐卧不安。

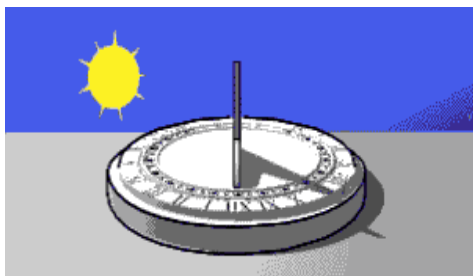
通常情况下，美国人不会在轻松随意的气氛中通过长时间的闲谈来评估他们的来访者；更不会通过宴请客人来建立一种洽谈事物前的信任感和友好关系。对于大多数人来说，友好关系并不比实际表现更重要。他们注重过去的工作成绩记录，而不是通过社交礼仪去评估一个同行。

多数美国人在日程表上写满了约会，把时间分成一段一段的。这些日程之间可以划出若干个短到 15 分钟的间歇。在商界，无论他们是做什么的，几乎总是一个约会紧接着另一个约会。因此，时钟的滴答声总是回荡在他们的耳边。

## 2. 时标发展史

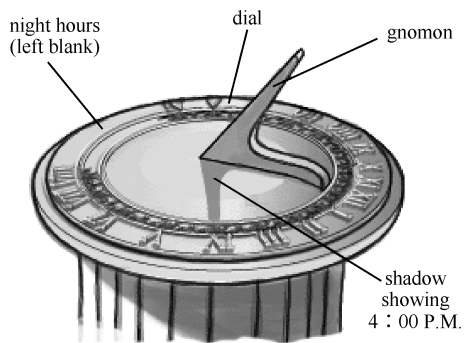
### 1) 太阳钟。

在历史的长河中，天文学和计时学是相伴发展的，可以说有了天文学，也就有了计时学。计时仪器和天文仪器一样，是经过漫长的发展历程逐渐精确化的。最古老的计时仪器是土圭、圭表和日晷，其原理是通过太阳的投影和方位计时，通称为太阳钟。



### ① 土圭。

土圭是最古老的计时仪器，是一种构造简单，直立在地上的杆子，用于观察太阳光投射的杆影。通过杆影移动规律、影的长短，以确定冬至、夏至日。《尚书·尧典》中记述土圭始于尧帝时期，即公元前 2357~2258 年。史学界认为“尧典”不是尧所写的，而是周代史官根据传闻编写，后经春秋战国（公元前 7~2 世纪）时儒家陆续补订而成。因此，可以认为，最迟在公元前 7 世纪掌管天地四时的官吏已使用土圭分出二分二至，确定一年为 366 天。到殷商时代（公元前 1520~1030 年）测时已达到相当高的精度，其干支记日法一直沿用到今天。



## ② 日晷。

日晷又称晷仪，也是观测日影计时的仪器，它与圭表的区别是：圭表根据日影的长短判别方向以测定季节、全年日数和冬至、夏至所在的日子，推算历法等；日晷的应用主要是根据日影的位置，以指定当时的时辰或刻数，是我国古代较为普遍使用的计时仪器。



## ③ 水钟。

水钟在中国又称为“刻漏”，“漏壶”。根据等时性原理，滴水计时有两种方法，一种是利用特殊容器记录把水漏完的时间（泄水型），另一种是利用底部不开口的容器，记录它用多少时间把水装满（受水型）。中国的水钟最先是泄水型，后来泄水型与受水型同时并用或两者合一。自公元 85 年开始，浮子上装有漏箭的受水型漏壶逐渐流行，甚至到处使用。



## 2) 西汉千章铜漏。

### ① 水运仪象台。

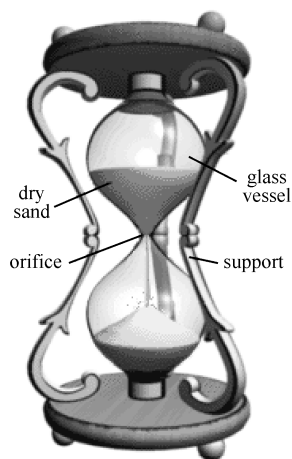
公元 1088~1090 年，苏颂等人在开封建的水运仪像台是机械时钟和观测用浑仪的完美结合，在原理上是成功的。因此，可以说他比罗伯特·胡克先行六个世纪，比方和斐先行七个半世纪。

### ② 香篆钟。

水钟尽管是有发展前途的，但是古人仍在广泛的领域进行不竭探索。在某些情况下，也可能有其比水钟更为精确的计时方法。据宋代学者薛季宣研究，除日晷刻漏之外，还有一种香篆钟于十二世纪中叶在中国流行。

### ③ 沙漏。

水温和水质直接影响了水钟的使用和准确性，因此人们不得不另辟蹊径。十三世纪詹希元研制五轮沙漏，是一种更高级的以沙为动力的机械时钟，足以证明，此类较简单的漏，我国古代劳动人民早就能够制造。



十七世纪初至鸦片战争前后二百多年中，我国钟表的发展可称为是第二个极盛时期，其战略是“学洋仿制，中西结合，自成体系”。可惜，由于封建统治制度的衰落及帝国主义列强的侵略，这个大好时期很快结束了。又过了一个世纪，随着新中国的诞生，我国的钟表业才进入了第三个兴盛时期。钟表技术获得迅速发展。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

##### 1. Complete the following passage with the words or expressions in the box.

important, gift, looking forward to, on time, on line, airport, late, ashamed, lesson, *tide*

##### 2. Translate Chinese into English to complete the following sentences.

- 1) She said she would meet me on time, but she didn't come here.
- 2) I played computer games with my friends yesterday.
- 3) That girl is too young to do the job.
- 4) I learned a lesson from what I have done.
- 5) I am looking forward to seeing you again.
- 6) I was one hour late for school again this morning and I am sorry for it.
- 7) I was ashamed to tell him that I had failed.
- 8) I didn't realize the importance of study until I began to work.
- 9) Will/Would you please read it again?
- 10) Are you sure they will leave for Beijing tomorrow?

##### 3. Match the words or phrases on the left with the words or phrases on the right. Then use them to make sentences.

- 1) receive a gift

I received a gift from my father yesterday.

- 2) play computer games

I played computer games on line with my best friend last Sunday.

- 3) forget the time

My mother asked me to wait for her at 5:00 this afternoon at school gate. I arrived there at 5:30 P.M., because I forgot the time.

- 4) learn a lesson

I learned a lesson from that thing.

- 5) get to the airport

I had to get to the airport at 9:00 A.M. to meet my brother that day.

6) take a taxi

He took a taxi to my home.

## II. PRACTICE OF NUMERALS

### 1. Change the following numbers into the full spelling of the numerals.

- 1) eight thousand nine hundred and sixty-one
- 2) twenty thousand four hundred and five
- 3) ninth
- 4) sixty-eighth
- 5) one third (a third)
- 6) five sixths
- 7) twenty-five percent
- 8) one point seven five
- 9) August the eighth, two thousand and eight
- 10) nine forty-eight or twelve (minutes) to ten

### 2. Find out the mistake in each of the following sentences and correct it.

- 1) My classmate is fiveteen years old. fifteen
- 2) There are fourty students in our class. forty
- 3) My room is on the three floor. third
- 4) Sixtieth percent(%) of the students in our school are girls. Sixty
- 5) Three fourth of the students in my class are interested in English. fourths
- 6) It was in the 1960. 1960s (20 世纪 60 年代) 或去掉 the (1960 年)
- 7) It's tenth fifty-two. ten (时间 10:52 分)

## III. READING TASK

### 1. Decide whether the following statements are *T* (true) or *F* (false).

- 1) F 2) T 3) T 4) F 5) F

### 2. Complete the sentences according to the passage.

- 1) never take back, the same number of hours
- 2) the same(in the same way), for the rich, for the poor
- 3) more money, more time, very important
- 4) the right ways
- 5) never leave today's work

## IV. LISTENING TASK

Listen to the following six short sentences, and each of them tells you how to ask the time.

Listen carefully and complete the sentences with what you have heard.

### Listening Text

1. Excuse me, sir, do you have the time?
2. Linda, what time is it now?
3. By the way, have you got the time?

4. What time have you got?
5. Sorry, but may I ask the time?
6. Could you tell me what time it is now?

### **Suggested Answers**

1. Excuse me, sir, do you have the time?
2. Linda, what time is it now?
3. By the way, have you got the time?
4. What time have you got?
5. Sorry, but may I ask the time?
6. Could you tell me what time it is now?

### **V. SPEAKING TASK**

**Study the model and make a dialogue according to the following situation. The following useful expressions may help you.**

**Sample:**

**Peter:** Jack, Jack, get up.

**Jack:** Oh, what's the time now, Peter?

**Peter:** It's nine o'clock.

**Jack:** Nine o'clock? Oh, my God! We are late for school.

**Peter:** What day is it today ?

**Jack:** Oh, it's Sunday. How forgetful I am! We needn't go to school today. Well, let's have a good rest.

**Peter:** But what's the date today?

**Jack:** It's ... May 18<sup>th</sup>. Oh, we will go and watch the football match. Yes?

**Peter:** Yes. Let's go, OK?

**Jack:** OK.

### **VI. WRITING TASK**

**Complete the following diary according to the picture. The first letter of each word has been given for you.**

**Sample:**

**October 13<sup>th</sup> , 2013 Monday**

**Fine**

I played computer games on line with Betty last night. We played in great joy. When we realized it's late in the night, it was already 12 o'clock. So we didn't get up on time this morning, and were late for class. When we rushed(冲) into the classroom, our teacher had already begun the class. The teacher was a little angry and told us never to be late again. Both of us felt rather ashamed.



## 参考译文

### 爷爷送的一块表

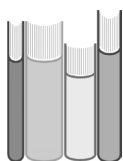
时间在我们的生活中是非常重要的。但是一直到爷爷送了我一块表后，我才意识到时间的重要性。

一天，我爸爸对我说：“你爷爷明天乘飞机来看我们，你早上九点半准时去机场接爷爷好不好？”因为我一直在期盼着见到爷爷，因此听到这个消息我很高兴。“好吧，没问题”。我答道：“别担心！我保证九点半之前到达机场”。

第二天早上，我起得很早。动身前往机场之前我有足够的时间做点事。于是，我在网上和朋友玩起了计算机游戏。当我们正兴致勃勃地玩时，我突然想起了我的爷爷。天哪！已经11点了。真糟糕！我全速驶向机场，但是还是迟了两个小时。哪儿还有爷爷的踪影呢！

我到家时已经是午饭时间了。我发现爷爷正在和爸爸谈话。爷爷一看见我就高兴地对我说：“你好，我的宝贝孙子，我知道你忙于你的工作和学习。所以我就从机场乘出租车来了”。我羞愧得说不出一句话。父亲看起来非常生气，对我说道：“你应该对你的过错感到歉疚”。爷爷要求我坐在他的旁边。“我给你准备了一份礼物”。他递给我一个手表并且说道：“我相信它将会随时提醒你及时做你应该做的事情”。

是的，没有按时去接爷爷是我的错。这个错误给我上了很好的一课。这个手表经常告诉我：“岁月不等人”。



## Unit 5 Man and Computers



### 教学目的和要求 (Teaching aims and demands)

类别	语言知识和语言能力要点	
话题	Different uses of computer; making apologies and answers	
词汇	trouble, computer, sometimes, chat, on, line, E-mail, terrible, business, pretty, book, allow, around, passenger, drink, dark, screen, information, trip, whether, flight, either, idea, without, point	
短语	make...into trouble, on business, the booking office look around, whether ... or not, be allowed to do, have no way, find out, point at, not...but, be in trouble	
功能	Apologies	Possible responses
	Sorry. I'm (terribly) sorry (for / about / that...). Excuse me (for...) I (really) am sorry to do... I'd like to apologize to you for ...	It doesn't matter. Never mind. That's OK / all right. Don't mention it. It's nothing to worry about.
语法	冠词：不定冠词 (a, an) 的用法；定冠词 (the) 的用法；不用冠词的情况 (零冠词)	



### 教学建议 (Suggested teaching notes)

#### 一、单元内容分析

本单元的中心话题通过发生在机场售票处的一个小故事，揭示了计算机在给我们的生活带来的方便的同时也会带来麻烦这一事实。本单元的语言知识和技能都是紧密围绕计算机这一主题设计展开的。

##### (一) “热身” (Warming up)

“热身”部分提供了八幅与计算机相关的图片，即计算机、互联网、iPad、E-mail、网吧和计算机游戏等。要求学生围绕计算机及其用途展开讨论。本部分设计了两部分，第一部分是让学生了解计算机、因特网、网吧、iPad、E-mail 和玩计算机游戏等的英语表达法；第二部分是让学生看图，了解计算机给我们带来的方便的同时也会带来麻烦，逐步将学生引入阅读部分。



## （二）“阅读”（Reading）

“阅读”部分叙述了作者在机场售票处购票时，遭遇到计算机故障给乘客及售票处带来的一系列麻烦。全文共分三部分。第一部分讲述作者在机场售票处等候买票，遇到了计算机故障。第二部分是作者与售票处工作人员之间的对话。计算机坏了，售票处的工作陷入了瘫痪状态，工作人员无法卖票，也不知道计算机什么时候能修好，更不知道任何航班信息。乘客在焦急地等待，他们无奈地一边喝着咖啡，一边盯着黑屏。总之，离开了计算机，什么也干不了，一切都陷入了困境。第三部分是作者的看法，作者认为问题不是出在计算机的身上，而是出在操作计算机的人身上。

## （三）“读后”（Post-reading）

### 1. 阅读理解（Reading Comprehension）

“阅读理解”部分设置了两个题，主要是用来帮助学生更好地理解阅读课文的内容。练习1要求学生用课文里所学过的词或短语填空，主要是检查学生对课文某些细节内容的掌握情况。练习2要求学生根据课文的内容填空，主要是检查学生对课文内容的理解和把握情况。

### 2. 热点词汇与短语训练（Useful words and Expressions）

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的热点词汇与短语。有两项练习：练习1是选词填空，主要是让学生进一步复习和掌握课文中的热点词汇和短语的用法；练习2是连词成句，主要是帮助学生进一步巩固和练习课文中的重点句子和句型。

这两项练习能有效地帮助学生掌握已知词汇，同时还可以激起学生学习的兴趣，扩大他们的英语词汇量。

## （四）“听力”（Listening）

“听力”部分是两个好朋友之间的对话。其中一个人邀请另一个人参加自己的生日聚会，主要练习道歉与应答。对不能参加朋友的生日聚会表示歉意，朋友表示理解，做出应答。围绕他们的对话设计了五个填空。主要练习学生对常用的词汇和短语的听写，目的是让学生能够听懂并且能写下来，提高他们学习英语的兴趣和信心。

## （五）“说”（Speaking）

“说”部分主要是练习道歉与应答。分为三个步骤，首先给出了道歉和应答常用的句型，然后给出了一个样例，最后设计了四个情景，让同学们根据情景，仿照样例，用所给的句型练习道歉与应答。

## （六）“写作”（Writing）

“写作”部分要求学生设计一张海报。通过该练习可以帮助学生学会设计海报。这部分分为三个步骤。首先让学生学习海报的格式、设计要求，然后给出了海报样板，最后要求学生根据要求，仿照样例设计一份海报。

## （七）“语法”（Grammar）

“语法”部分主要是帮助学生了解、熟悉并初步掌握冠词（定冠词 the 和不定冠词 a, an）

的用法，由语法和练习两部分组成。语法部分的第一部分列出了定冠词的七种用法；第二部分列出了不定冠词的四种用法；第三部分列出了七种不用冠词（零冠词）的情况。练习部分有两个练习，这两个练习都是练习冠词的用法，要求学生掌握冠词的用法。

#### （八）“小结”（Summing Up）

“小结”部分要求学生把本单元所学到的名词、动词、词组、短语及语法列出来，进一步复习和巩固本单元的主要内容。

#### （九）“学习建议”（Learning Tip）

“学习建议”部分的内容是使用计算机时，计算机屏幕上常出现的错误信息提示。引导学生多学习一些平时经常遇到的与计算机有关的英语词组或短语，从而提高他们学习英语的兴趣。

#### （十）“歌曲欣赏”（A English Song）

“歌曲欣赏”部分包括几首优美经典的歌曲，增加趣味性，增强学习英语的积极性和兴趣。

本单元涉及的要点如下。

- （1）学习并了解“计算机出故障时给机场售票处和旅客带来的麻烦”。
- （2）让学生明白计算机给我们带来方便的同时，也会给我们带来极大的麻烦。
- （3）学习并初步掌握本单元的“教学目的和要求”中的词汇和短语，并掌握如何向他人道歉及对别人的道歉做出应答。
- （4）学习并掌握定冠词（the）和不定冠词（a, an）用法，同时掌握不用冠词（零冠词）的情况。
- （5）学习电影、体育比赛等海报的设计。

## 二、教学建议与训练

### （一）热身

教师既可以组织同座位的同学首先看热身部分的图片，同桌之间相互问答，也可以教师提问，全班同学回答。

Picture 1: Computer

What is this?

It's a computer

Picture 2: internet

What is this?

It's the internet.

Picture 3: iPad

What is this?

It's a iPad.

Picture 4: E-mail

What is this?

It's an E-mail.

Picture 5: net bar

What is this?

It's a net bar.

Picture 6: computer game

What's this ?

It's a computer game.

教师首先总结：计算机与我们的生活密切相关，我们用计算机可以做……（让学生列出计算机的用途，如聊天、玩游戏、获取信息等），它给我们带来了许多方便和快捷，但是有时候会……（让学生去思考，计算机出故障时给我们带来的麻烦）。

然后总结：When the computer is down, we are in trouble.

这部分可以帮助学生进一步熟悉阅读的有关主题，预测阅读内容与阅读中可能出现的词汇，激发学生的阅读兴趣和欲望。在教学中，教师要让学生说话练习，但不宜花太多的时间，教师要及时引导学生总结。在回答 what 的问题时，要简明扼要；让学生观察两幅图的差异及图中人物表情的变化，主要是帮助学生了解阅读的主题内容。教师可以问学生如果机场售票处的计算机坏了，会出现什么样的情况？建议教师这时给出词汇，如 computer, down, booking office, passenger 等。教师可以列出以下两方面的情况。

售票处工作人员

旅客

Can do nothing

waiting, drinking coffee

Have no idea:

looking at the dark screen

How long the computer will down

If there is a flight to Paris etc.

## （二）阅读

### 1. 本课的阅读目的

（1）学生了解机场售票处的计算机出故障时的情况，工作人员对航班的情况一无所知，不能手写机票，也不知道计算机什么时候能修好。所有的乘客只好无可奈何地等待。

（2）帮助学生认识到，人们对计算机的依赖程度在一定程度上给人们带来了很大的麻烦。

（3）学生进一步学习使用恰当的阅读方法与技能，如细读（close reading）、总结、归纳内容的能力（summarizing）、猜测词义的能力（word-guessing skills）等。

（4）学习使用课文中道歉与应答的句子。如 I'm sorry. I have no idea...

（5）学习并掌握本课的词汇、表达方式、语法结构。

### 2. 本课的教学步骤

本课阅读材料呈现了大量的细节信息内容，词汇量相对较大，建议课文的教学步骤如下。

(1) 要求学生独立阅读课文，仔细阅读课文的第一段和最后一段话。教师可以给出生词，也可以让学生根据上下文猜测，帮助学生理解。此时，教师可以给学生设计一些任务，例如：

售票处的计算机出故障时，作者问了售票处那个工作人员什么问题？那个工作人员如何回答的，其他旅客都在干什么？

(2) 两人一组开展交流讨论，互相问答，以加深对阅读内容的理解，特别是对文章的第一段和结束段的意思的理解。小组代表发言，全班交流。

(3) 学生对自己不懂的句子、词汇进行提问并征求答案。教师可针对学生的问题进行讲解，也可以就课文中的某些内容提问，检查了解学生的理解情况，再进行讲解归纳。例如，教师可以对以下句子进行讲解。

Computers sometimes can make us into trouble and the terrible words in English are “Our computer is down.”

“But only the computer is allowed to do so.”

I looked around and found all the passengers just drinking coffee and looking at the dark screen.

“We give the computer the information about your trip, and then it tells us whether you can take this flight or not.”

It is clear that the trouble doesn't come from the computer but the person who works on it.

(4) 通过以上步骤，学生初步掌握文章的整体脉络后，再次细读课文，捕捉具体细节信息，归纳课文大意，加深对课文的理解。

(5) 在学生对课文有了整体与细节的理解之后，让他们再次听录音欣赏全文，体会文章里表达贴切、内涵丰富的词句。同时，也可引导学生再次阅读课文、加深他们对课文的整体脉络与重要细节的掌握，以达到全面深刻理解全文的目的。通过听课文的录音、跟读模仿，帮助学生建立音、形、意方面的联系。引导学生进一步领会全文。

(6) 讲解、练习课文中的语言知识点。除了帮助学生学习和初步掌握本课的词语外，还要提示学生在阅读过程中，注意售票处的工作人员与作者之间的对话中所用的道歉和应答的语句，随时进行归纳总结，设计最基础的练习。词汇的讲解应密切结合上下文，明确其意义与搭配关系，系统归纳可放在以后（如在语言学习的词语部分中）进行；课文中含冠词的句子可让学生在理解的过程中观察冠词的用法，详细讲解可结合语法部分进行。

### (三) 阅读理解

“阅读理解”部分设计的两个练习都紧扣课文，以帮助学生在理解中掌握文章的主要内容和细节。学生在做题时，可重新阅读课文，查找答案。教师可做必要的指导。

## Suggested Answers

### 1. Complete the following statements with words or expressions in the text.

1) down

2) “I'm sorry, I can't sell you a ticket. Our computer is down.”

- 3) looked around/looking at
- 4) you can take this flight or not
- 5) I have no idea./ten minutes
- 6) from the computer/the person

**2. Complete the following passage with the words and expressions in the text.**

- 1) a ticket      2) into trouble    3) found            4) drinking coffee    5) the dark screen
- 6) how long      7) or not            8) whether / if    9) any other flight    10) the computer

**(四) 词汇学习**

“词汇学习”部分的练习密切联系阅读课文，做练习 1 时可让学生首先阅读一遍课文，然后再做。之后进行同桌之间讨论，确定答案后，教师可举例说明词汇的意义和用法，再让学生读写以加深印象。当然，在词汇教学中，还可以举例说明，帮助学生理解和记忆。

练习 1 帮助学生掌握和记忆本课中的热点词汇和短语。练习 2 帮助学生复习课文中的重要句子。

**Suggested Answers**

**1. Complete the following sentences with the correct form of the words and expressions in the box.**

- 1) not...but      2) allowed            3) on business    4) whether...or not    5) either
- 6) have no way    7) looked around    8) find out            9) made ...into trouble    10) pointed at

**2. Rearrange the words into a correct sentence.**

- 1) If your computer is not working, just write out a ticket.
- 2) We give the computer the information about your trip.
- 3) So if the computer doesn't work, you don't work either.
- 4) I have no way to find out without asking the computer.
- 5) It is clear that the trouble doesn't come from the computer but the person who works on it.

**(五) “听力”**

“听力”部分的要求是首先能够听懂对话的内容，然后根据所听到的内容填空，完成句子，同时学会用英语表示道歉和应答。

建议听力活动的教学步骤如下。

(1) 学生根据听力练习的要求，猜测所缺词可能是什么。例如：

Doris: Your grandmother is ill? \_\_\_\_\_ to hear that. 让学生判断所缺少的表示遗憾的词或短语，这样在听的时候就会注意它。

(2) 放录音让学生听，第一遍学生可能记不下来全部填空，可以给学生 2~3 分钟的时间填空，之后再放第二遍，让学生去完成所有的填空。

(3) 放第三遍录音，教师可以让学生逐句重复，核对答案。

(4) 给学生 5~10 分钟的时间练习对话。

### Listening Text and the Answers:

Mike: Hello, Doris.

Doris: Hi, Mike.

Doris: What are you going to do this evening?

Mike: This evening?

Doris: Would you please come to my birthday party at home?

Mike: Your birthday party? Great! Happy birthday! I'd love to, but I have to look after my grandmother. She is ill.

Doris: Your grandmother is ill? I'm sorry to hear that.

Mike: What a pity! I have no way to go to your birthday party. I wish you to have a great time.

Doris: Thank you!

### (六) “说”

“说”部分的要求是学生对由于自己的过错给别人造成的麻烦或不便做出道歉，以及对他人的道歉做出应答。

“说”部分的教学步骤建议如下。

(1) 教师把道歉和应答的常用句型列出来，和学生一起练习几遍。例如：

#### Apologies and Their Possible Answers

Apologies	answers
I'm very sorry about that.	That's all right.
I'm sorry for keeping you waiting for so long.	It's all right.
I'm sorry to give you so much trouble.	No trouble at all.
Please accept my apologies for not going to your party.	It's all right.
I can't tell you how sorry I am.	It's all right.
I'd like to apologize for what I have done.	Don't mention it.

(2) 让学生在同桌之间进行练习，首先练习所给的样例。

(3) 同桌之间根据所给的情景，做练习。

(4) 让一些学生上讲台表演，在全班交流，教师归纳总结。

(5) Sample speech for the Exercise:

#### Dialogue 1

You: I'm very sorry for being late for class.

Teacher: It's all right.

#### Dialogue 2

You: I can't tell you how sorry I am..

Friend: That's all right.

#### Dialogue 3

You: I'm sorry for taking your pen by mistake. It's the same color as mine.

Friend: It's all right. I hope it will not happen again.

### Dialogue 4

You: Please accept my apologies for not going to your party.

Relative: It's all right.

### (七) “写作”

“写作”的要求是根据要求设计英语电影或体育比赛的海报。

(1) 教师详细讲解英文海报的设计要求。

(2) 让学生仔细研究讨论所给的海报样例。

(3) 根据要求设计一份海报。可让学生们用计算机设计，发到教师的邮箱里，如条件允许，可在电教室讲课，当场评比学生们的设计作品，选出学生们认为既符合要求又美观且吸引人的海报并给予表扬。

<b>POSTER</b>	
<p>All are welcome !</p> <p>A friendly basketball match will be held between Class five and Class eight on the basket field at 5:00 P.M. on May 16, 2014.</p>	<p>Tuesday, May 10</p>
<p>The Students' Union</p>	

<b>English Movie</b>	
<p>Name: <i>THE OLD MAN AND SEA</i></p> <p>Time : 7:00~9:00 July 8, 2014</p> <p>Place: School Great Hall</p>	<p>Sunday, July 5</p>
<p>The Students' Union</p>	

### (八) “语法”

“语法”部分涉及的要点是定冠词 **the** 和不定冠词 **a, an** 的用法，以及不用冠词的情况。教师可以首先讲解冠词的用法（定冠词的用法七种，不定冠词的用法四种，不用冠词的情况七种。）然后让学生们做课后和练习册中的习题，首先让同桌之间核对答案，然后教师给出答案。对于做错的题，教师和学生一起查找书中列出的冠词用法，直到学生们完全掌握。

### Suggested Answers

#### 1. Fill in the blanks with the right articles (a, an, the, /)

1) an    2) a, a    3) The, the    4) The, a    5) The, /    6) the, /    7) /, /

#### 2. Choose the right answer to complete the following sentence.

1) A    2) B    3) C    4) B    5) D    6) C    7) D

### 三、评价建议

#### (一) 非测试性评价

##### 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage.	5	4	3	2	1
I can understand the listening dialogue.	5	4	3	2	1
I can make apologies and make answers to apologies.	5	4	3	2	1
I can design a poster.	5	4	3	2	1
I know the use of <i>a</i> , <i>an</i> and <i>the</i> .	5	4	3	2	1
I know when <i>a</i> , <i>an</i> or <i>the</i> is not used.	5	4	3	2	1
I've learned the new words and expressions in this unit in heart.	5	4	3	2	1
I know how to use the words and expressions in this unit.	5	4	3	2	1
I still need more practice in _____.					

#### (二) 测试性评价

##### 1. Complete each sentences with *a*, *an* or *the* if necessary.

- 1) Wang Ling is \_\_\_ Chinese girl. Nancy is \_\_\_ English girl.
- 2) He will go to Beijing in \_\_\_ July.
- 3) Yesterday I take \_\_\_ walk with Tom in the park.
- 4) After \_\_\_ breakfast I went to \_\_\_ school.
- 5) This is \_\_\_ egg. \_\_\_ egg is big.
- 6) We can see \_\_\_ sun and \_\_\_ moon in \_\_\_ picture.
- 7) \_\_\_ Mr. Brown arrived there yesterday evening.
- 8) Mary likes playing \_\_\_ guitar, and she doesn't like playing \_\_\_ football.
- 9) I stood on \_\_\_ left of my father in this picture.
- 10) \_\_\_ Yellow River is the second longest river in China.

##### 2. Complete the following sentences with the correct form of the words or expressions in the box.

make...into trouble	on business	look around	whether ... or not
allow	have no way	find out	point at
not...but	either		

- 1) He is \_\_\_\_\_ Tom \_\_\_\_\_ John.



- 2) Young children are not \_\_\_\_\_ to go out at night.
- 3) Linda is not in Zhengzhou now. She went to Beijing \_\_\_\_\_ yesterday evening.
- 4) I don't know \_\_\_\_\_ she will come \_\_\_\_\_.
- 5) He didn't go to Mary's party. I didn't go \_\_\_\_\_.
- 6) The old man \_\_\_\_\_ to find his way home.
- 7) He \_\_\_\_\_ and found nobody there.
- 8) Did you \_\_\_\_\_ when the train leaves?
- 9) My computer was down. It \_\_\_\_\_ me \_\_\_\_\_.
- 10) Lisa \_\_\_\_\_ a skirt and said, "Look, how beautiful."

### Suggested Answers

#### 1. Complete each sentences with a, an or the if necessary.

- 1) a, an                      2) /                      3) a                      4) /, /                      5) an, the  
6) the, the, the                      7) /                      8) the, /                      9) the                      10) The

#### 2. Complete the following sentences with the correct form of the words and expressions in the box.

- 1) not...but                      2) allowed                      3) on business                      4) whether...or not                      5) either  
6) had no way                      7) looked around                      8) find out                      9) made ...into trouble                      10) pointed at



## 补充参考材料 (Supplementary reference materials)

### 一、注释补充

(1) Computers sometimes can make you into trouble and the terrible words in English are "Our computer is down." 计算机有时会给你带来麻烦, 英语里很让人头疼的话是“我们的计算机坏了”。

trouble *n.* “麻烦, 困难”。例如:

Did you have any trouble finding your way here? 你在这里找路费事吗?

I had the same trouble when I first bought my house. 我刚买房子时, 也遇到相同的麻烦。

trouble *v.* “困扰, 麻烦, 烦恼”。例如:

I'm sorry to trouble you, but I wondered if we could have a word some time. 很抱歉要打扰你一下, 我想问问我们什么时候能聊聊。

make trouble “找麻烦”。例如:

If I say no, the boss will only make trouble for me. 假如我说个不字, 老板只会找我的麻烦。

make ... into trouble “使.....陷入困境, 给.....造成麻烦”。例如:

The heavy rain made many people into trouble. 大雨给很多人造成了麻烦。

get...into trouble “使.....陷入困境, 给.....惹麻烦”。例如:

Don't mention my name or you'll get me into trouble. 别提我的名字, 免得给我惹麻烦。

put...into trouble “给.....添麻烦”。例如:

I'm sorry to have to put you into so much trouble. 很抱歉, 给您添了这么多麻烦。

down *adj.* “坏了”。例如: This machine is down. 这台机器坏了。

(2) You hear it more and more when you are on business. 人们在办事的时候, 这种话听得越来越多。

more and more “越来越多”。例如:

It gets warmer and warmer. 天气变得越来越暖和。

两个比较级连用表示“越来越.....”。例如:

Our city is becoming more and more beautiful. 我们的城市变得越来越美。

The + 比较级..., the + 比较级... “越....., 越.....”。例如:

The harder you work, the better you will do in your work. 你工作越努力, 你做得就越好。

on business “办业务、办事、办公”。例如:

He went to Nanning on business last Friday. 他上个星期五到南宁出差了。

I flew to Tokyo on business. 我飞往东京出差。

I will go on business either this week or next week. 我将在这星期或下星期出差。

(3) But only the computer is allowed to do so. 可是只允许计算机这么做。

be allowed to do ... “被允许做.....”。例如:

Children are not allowed to swim in this river. 孩子们不允许在这条河里游泳。

You are not allowed to smoke here. 这里不许吸烟。

allow...to do ... “允许.....做.....”。例如:

The teacher doesn't allow the students to play computer games in class. 教师不允许学生在课堂上玩计算机游戏。

She doesn't allow her child to have too much ice cream. 她不允许她的孩子吃太多的冰淇淋。

(4) ...and then it tells us whether you can take this flight or not. 然后计算机告诉我们您是否能够乘坐这次航班。

whether *conj. & adv.* “是否”。例如:

I don't know whether he is willing to come. 我不知道他是否愿意来。

We pondered whether to tell her. 我们考虑是否要告诉她。

Little does he care whether we live or die. 他一点也不管我们是死是活。

whether ... or not “是否.....”, whether 引导的是宾语从句。例如:

I don't know whether he will come or not. 我不知道他是否会来。

I don't care whether I get it or not. 我不在乎我是否可以得到它。

I'm not sure whether to go or not. 我不能肯定去还是不去。

(5) So if the computer doesn't work, you don't work either. 因此如果计算机不工作, 你们也就不工作了。

either *adv.* “也.....”, 用于否定句中。例如:

He doesn't like fast food. I don't like it either. 他不喜欢快餐, 我也不喜欢。

If you do not go, I shall not go either. 你不去, 我也不去。

It's not as heavy, either. 这也不那么重。

either *adj.* “任一，两方的”。例如：

Can you speak either English or French? 你会说英语或法语吗？

either *pron.* “两者之一，随便任意一个”。例如：

You may take either of the roads. 两条路你随便走哪一条。

Either...or... “或者……或者……；要么……要么……”。例如：

Either you or I go. 要么你走，要么我走。

I will go on business either this week or next week. 我将在这星期或下星期出差。

(6) Sorry, I have no idea. 对不起，我不知道。

I have no idea. = I don't know. “不知道”。例如：

I have no idea what he is doing. 我不知道他在做什么。

You have no idea how worried I was. 你想象不出来我有多么担心。

We have no idea how the birds find their way. 我们不知道这些鸟如何找到它们的路。

I have no idea what to do. 我不知道该怎么办。

We have no idea how to persuade him to give up the idea. 我们不知道如何说服他放弃这个念头。

I have no idea (as to) what you mean. 我一点儿也不明白你的意思。

(7) I have no way to find out without asking the computer. 不问计算机，我没法知道。

have no way to “没办法……”。例如：

He has no way to get his money back. 他没办法把钱要回来。

He has no way to get enough money for a new flat. 他没办法弄到足够的钱买一套房子。

find out “发现，找出”。例如：

Please find out when the train starts. 请查看一下火车什么时候开。

You can find out many advantages in urban life. 你会发现都市生活中有许多便利之处。

Let's find out. 我们去问一下吧。

We shall find out the truth early or late. 我们迟早会查明事实真相。

(8) “Sorry, I don't know,” she said, pointing at the dark screen. “对不起，我不知道。”她指着黑屏说。

pointing at the dark screen. 分词短语，作状语。例如：

He went into the room, holding a book in his hand. 他手里拿着书进了房间。

They sat there, watching TV. 他们坐在那儿看电视。

point at... “指着……”。例如：

He pointed at the blackboard. 他指了指黑板。

The teacher is pointing at the map on the wall and pointing out Paris on it. 教师指着墙上的地图并指出了在地图上巴黎的位置。

(9) It is clear that the trouble doesn't come from the computer but the person who works on it. 显然，问题不是出在计算机上，而是出在操作计算机的人身上。

it 是形式主语，真正的主语是从句 *that the trouble doesn't come from the computer but the person who works on it*. 例如：

*It is important that we should learn English well.* 我们学好英语很重要。

*It is necessary that we should finish our homework on time.* 我们按时完成作业是很有必要的。  
*not ...but ...* “不是……而是……”。例如：

*He is not a teacher but a writer.* 他不是教师而是作家。

*He didn't come, not because he was busy but he was sick.* 他没有来不是因为他忙而是因为他病了。

(10) *I was in trouble.* 我陷入了困境。

*be in trouble* “处于困境中”。例如：

*We should help him when he is in trouble.* 他有麻烦时，我们应该帮助他。

*You are always getting yourself in trouble.* 你总是给自己找麻烦。

*Do as you're told, otherwise you'll be in trouble.* 叫你怎么做就怎么做，否则你会有麻烦。

*Nothing gives him more pleasure than helping someone in trouble.* 没有一件事会比帮助陷入困境的人带给他的快乐更大。

## 二、背景知识

### 计算机在现代社会中的应用

在现代社会，计算机已广泛应用到军事、科研、经济和文化等各个领域，成为一个人们不可缺少的好帮手。

在科研领域，人们使用计算机进行各种复杂的运算及大量数据的处理，如卫星飞行的轨迹、天气预报中的数据处理等。由于计算机能高速、准确地进行运算，所以，人们往往需要花费数天、数年时间甚至一辈子才能完成的计算任务，计算机只需很短时间就能完成。

在学校和政府机关，每天都涉及大量数据的统计与分析，有了计算机，工作效率就大大提高了。

在工厂，计算机为工程师们在设计产品时提供了有效的辅助手段。现在，人们在进行建筑设计时，只要输入相关的原始数据，计算机就能自动处理并绘出各种设计图纸。

在生产中，用计算机控制生产过程的自动化操作，如温度控制、电压电流控制等，从而实现自动进料、自动加工产品及自动包装产品等。

计算机广泛应用于工业生产中，加速了工厂生产的自动化。在国外，有人形象地将工厂自动化（可简称为 FA）解释为：FA=数控自动机床+自动装置+计算机辅助设计（可简称为 CAD）+计算机辅助制造（可简称为 CAM）+计算机辅助测试（可简称为 CAT）。

在企业，计算机为管理人员提供了办公自动化系统，通过它，企业人员能及时了解每一天的运作情况，并由此调整及制订工作计划。在国外，有人形象地将办公室自动化（英文缩

写为 OA) 解释为: OA=微电子信息处理机+计算机通信系统+其他电子办公设备。具体地说, 所谓 OA, 就是包括以个人计算机为核心的办公室事务处理机、传真机、复印机、智能电话和图像文字处理机等, 能使办公室处理实现自动化作业。

在许多行业, 由计算机控制的机器人代替人类进行劳动, 大大减轻了人类的劳动强度, 提高了生产效率。

计算机正广泛应用于教学领域, 计算机辅助教学(可简称为 CAI) 正将计算机技术与数学、物理、化学、英语、语文、生物和音乐等各学科教学结合起来, 内容丰富、形象生动有趣的软件提高了学生们的学习兴趣, 增强了教学效果; 此外, 将课程内容及练习编成软件, 计算机还可以成为一位百问不厌的家庭教师。

在大商店与超级市场, 人们用计算机收款与结账, 迅速而又准确。

在银行, 人们把计算机用通信线路联成网络, 这样银行就有了通存通兑的服务。人们还可以不用现金而使用信用卡消费, 计算机将人们带到了一个“无现金”的时代。有了计算机网络, 一个称为“无纸贸易”的时代已经到来, 被称为 EDI(电子数据交换) 的技术正风靡全球。

现在, 人们的交流已越来越多, 要求信息的传送速度更快、传送的范围更广, “信息高速公路”也就应运而生了。其中, Internet(中文意思是国际交互网络) 已拥有了数千万个用户, 用户只要把自己的计算机接到这一网络中, 就可以与全世界联络, 坐在家中就能获取该系统上的各种信息, 如电子新闻、电子图书资料和电子邮件(E-mail) 等。

计算机正在进入家庭, 给人们的生活方式带来了深刻变化, 全自动洗衣机(洗衣过程由计算机控制) 为人们免去了洗衣的烦恼, 空调器与电冰箱(由计算机根据温度的变化控制其运作) 为人们带来一个清凉的世界。各种家用电器可以用网络连接起来, 人们通过声控、遥控实现了家务劳动自动化, 使人们的生活质量有了很大的提高。

计算机还可以充当人们生活中的好帮手, 如储存朋友们的电话和地址、管理家庭里的收支账目等。

计算机还能为人们提供文字处理的工具, 因此, 人们可以直接使用计算机写文章和写信。现在, 有不少的作家与记者都是使用计算机写作的, 还有不少机关和公司的文员使用计算机起草文件、打印报表、编写各种业务报告。今天的报社和出版社, 已经采用以计算机为主要工具的电子排版系统, 取代了有近千年历史的活字印刷技术。

计算机还能把家里的视听设备连接起来形成多媒体计算机, 利用它人们不仅可以听音乐、看电影, 还能够把其中的声音和画面剪辑下来, 然后按照自己的意愿加工与处理, 形成自己的音像“产品”供自己或家人欣赏。

我们生活的时代是大科学时代, 科学技术突飞猛进。随着 IT 技术的飞速发展, 计算机技术已日益渗透到社会生活的各个领域。可以说, 我们的世界就是计算机的世界, 计算机已成为时代的“运筹者”。计算机在各个领域的应用不仅大大提高了生产效率, 给人们带来各种便利, 同时也极大地推动着社会文明和进步。但是, 任何科学技术都是一把“双刃剑”, 它在给人类带来文明的同时也会产生一些负面效应, 计算机技术也不例外。计算机通过对人们的学习、生活、工作的影响使人们形成了一种新的人际关系, 人们往往会不由自主地背离应有的

精神价值取向，这需要我们认真思考 and 对待。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

1. Complete the passage below with the words you have learned in the text. The first letter of each word has been given for you.

1) booking 2) sorry 3) down 4) allowed 5) whether 6) either 7) idea 8) way

2. Translate the following sentences into English with the words or phrases in the brackets.

1) If the computer doesn't work, you don't work either.

2) The child is too young to find out the way home.

3) It is clear that the trouble doesn't come from the computer but from the person who works on it.

4) I don't know whether he will come or not tomorrow.

5) He is in trouble now.

3. Match the English on the left with the Chinese on the right. Then use each of the English phrases to make a sentence.

make... into trouble 使.....陷入困境

Computers can make us into trouble.

point at 指着

He pointed at the blackboard.

on business 办事、办业务

He went to Shanghai on business.

have no way 没办法

He has no way to buy a car.

have no idea 不知道

I have no idea when he will be back.

find out 找出

Please find out how to get to the airport.

sometimes 有时

Sometimes I get up early.

be allowed to do 被允许做

Children are not allowed to swim in this river.

## II. PRACTICE OF ARTICLES

Choose the correct answer to complete the following sentences.

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) C | 2) A | 3) C | 4) A | 5) D  |
| 6) D | 7) B | 8) A | 9) B | 10) A |

## III. READING TASK

Read the following passage carefully and choose the best answer.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) D | 2) B | 3) D | 4) C | 5) B |
|------|------|------|------|------|

## IV. LISTENING TASK

John: Hello, Susan.

Susan: Hi, John.

John: What are you going to do on Sunday morning?

Susan: This Sunday morning?

John: Would you please go shopping with me?

Susan: Go shopping? I'd love to, but I have to prepare for my English exam. I will have an English exam next week.

John: An English exam? Bad luck.

Susan: I'm sorry that I couldn't go shopping with you.

John: It's all right. Good luck.

## V. SPEAKING TASK

Study the model and make dialogues according to the following situation. The following useful expressions may help you.

**Sample:**

Situation 1

Jane: Excuse me, is that your umbrella?

You: Oh, no. I take the wrong one. Is this yours?

Jane: Yes, it's mine.

You: I'm very sorry.

Jane: It doesn't matter. Please be careful next time.

You: Thank you.

Situation 2

You: Excuse me, is that your pen?

Tom: Oh, no. I take the wrong one. Is this yours?

You: Yes, it's mine.

Tom: I'm very sorry.

You: It doesn't matter. Please be careful next time.

Tom: Thank you.

## VI. WRITING TASK

Design a poster of a football match

**Sample:**

<p><b>Football Match</b></p> <p style="text-align: right;">Nov. 26, 2013</p> <p>Teams: Class One vs. Class Four</p> <p>Time: 9:00 A.M. Tuesday morning Dec. 2, 2014</p> <p>Place: The School Playground</p> <p>All are welcome to go and watch the match.</p> <p style="text-align: right;">The Students' Union</p>
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## 参考译文

### 麻 烦

计算机有时会给我们带来麻烦，英语里最让人头疼的话是“我们的计算机坏了”。我们办事的时候，听到这种话越来越多。有一天，我在机场等着买到巴黎的机票，售票处的漂亮姑娘对我说：“很抱歉，我不能卖给您机票。我们的计算机坏了。”

“如果你们的计算机无法工作，那你就手写一张吧”。

“可是只允许计算机这么做”。

我往四周看了看，发现所有的乘客都在一边喝着咖啡，一边看着黑屏。接着，我问她：“那你们干什么呢？”

“我们往计算机里输入有关您旅行的信息，然后计算机告诉我们您是否能乘坐这趟航班”。

“这样说来，如果计算机不工作，你们也就不工作了”。



“是这样的，先生”。

“计算机会坏多长时间？”我想知道。

“对不起，我不知道。有时候坏十分钟，有时候坏两个小时。不查计算机我无法得知。可是，现在计算机坏了，它无法回答我”。

“未来几个小时有没有到巴黎的航班？”“对不起，我不知道”。她指着黑屏说。“只有它知道。它现在不能告诉我，因此我现在不能回答您的问题”。

我该怎么办呢？我陷入了困境。很清楚问题不是出在计算机上，而是出在操作计算机的人身上。



## Revision One

### Suggested Answers

#### I. Listening Comprehension

**Listen to the dialogue carefully then choose the proper answers.**

**Listening Texts and the Answers:**

1. **Girl:** Do you usually go to school by bus?

**Boy:** No, I don't. I go to school by bike.

**C**

2. **Girl:** Look, that's Lucy.

**Boy:** Lucy?

**Girl:** Yes, she has very short hair and wears a pair of glasses. She's holding some books in her hand.

**Boy:** Oh, she is a really pretty girl.

**A**

3. **Girl:** Hi, John. What class are you in?

**Boy:** I'm in class one. There are 56 students in our class.

**A**

4. **Boy:** What's the weather like today?

**Girl:** It's fine. But the TV says it's going to be windy and rainy tomorrow.

**A**

5. **Girl:** What time is it now?

**Boy:** It's nine fifteen. And when will the meeting begin?

**Girl:** At nine thirty.

**C**

## II. Complete the following sentences with the correct form of the words or expressions in the box.

- |                |                   |                        |                |                  |
|----------------|-------------------|------------------------|----------------|------------------|
| 1. whenever    | 2. Welcome        | 3. pointed at          | 4. find out    | 5. vocational    |
| 6. waiting for | 7. popular        | 8. talking with        | 9. information | 10. in great joy |
| 11. leave for  | 12. didn't, until | 13. make, into trouble | 14. next to    | 15. on business  |

## III. Complete the following sentences according to the Chinese.

- |  |  |
|--|--|
| 1. is a pen and several books  | 2. felt sorry for                          |
| 3. show great concern about  | 4. with the help of my teacher             |
| 5. is in trouble   | 6. Be sure                                 |
| 7. are looking forward to  |  |
| 8. got to the library, our English teacher reading in the reading room |  |
| 9. was very glad to, had a good time                                   | 10. make our classroom beautiful and clean |
| 11. I was busy with, thirty minutes late                               | 12. had no way, failed to pass the exam    |

## IV. Find out one mistake in each of the following sentences and correct it.

- What can I do for you?  
——I'd like two boxes of apples.
- Mrs. Lee teaches us math. We all like her.
- Our sports meeting will be held on Tuesday, April 24.
- Some people like to stay at home, but others like to go to the cinema.
- There are many trees on both sides of the street.
- Thousands of trees are cut down in the forests every year.
- How large it is!
- We can't do it without your help.
- The bus won't start until everybody gets on.
- The bottle is full with water.

## V. Choose the correct answer to fill in the blanks.

1. B   2. A   3. D   4. C   5. C   6. D   7. A   8. C   9. B   10. A

## VI. Reading Comprehension

A

Complete the sentences according to the passage.

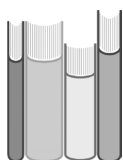
1. weekend   2. spending, together   3. have a party at home

4. work on something, in their houses      5. weekends are very busy

**B**

**Read the following passage and answer the questions.**

1. My family was poor when I was young. We had to live in a small room.
2. The room was on the top floor in an old building, and the roof was very high.
3. My father's idea is to make a special bed for me. He hung a flat wood...That wood was my lovely hanging bed.
4. Then he made an iron ladder so that ...The garret became my first "bedroom".
5. Because the "bedroom" was made with his father's love, sweat and intelligence and it was full of many sweet memories of his family.



## Unit 6 Sports



### 教学目的和要求 (Teaching aims and demands)

类别	语言知识和语言能力要点
话题	Basic knowledge about sports; talk about one's favorite athletes; making plans
词汇	rose, steel, athlete, hurdle, badminton, tennis, women, medal, Olympic, game, Asian, international, match, star, player, national, team, famous, volleyball, unique, charm, speed, power skill, attractive, favorite, Europe, American, England, Italy, Spain, history, fan, association, unite, successful, silver, Asian, champion, call
短语	Steel Roses, higher...than, such as, show...to take...as, Manchester Unite, the Chinese Football Association, the World Cup, table tennis, not so... as, all over the world, the second place, from...to..., go for...
功能	谈论自己的计划、打算 I'm going to...                      I'd like to...              I want to... I'm planning to...                  I will...
语法	时态：一般现在时用法（谓语动词第三人称单数的变化规则）、一般过去时（动词的过去式、过去分词的变化规则）、一般将来时、现在进行时（现在分词的变化规则）



### 教学建议 (Suggested teaching notes)

#### 一、单元内容分析

本单元的中心话题是“运动”，内容主要讲述中国女子运动员尤其是中国女子足球队队员及她们的辉煌战绩，同时也涉及了中国男子足球队和国外一些著名的男子足球队。本单元的语言知识和技能都是紧密围绕中国著名的女运动员这一主题设计展开的。

##### （一）“热身” (Warming up) 部分

“热身”部分提供了排球、篮球、足球、跨栏、乒乓球和羽毛球六项运动中我国六名著名运动员（郎平、姚明、郝海东、刘翔、邓亚萍和张宁）的精彩图片。这六名运动员都是我

国著名的体育健将。要求学生对这些运动员和他们所从事的体育运动，以及学生自己所喜欢的运动员展开讨论。

本部分设计了两个有关体育项目和运动员方面的问题让学生回答。第一个问题是让学生掌握有关体育项目的英语说法，根据图示回答这是什么运动；第二个问题是让学生看图回答他（她）对这项运动还知道些什么，此题与阅读部分的内容密切相关。

## （二）“阅读”（Reading）部分

“阅读”部分的题目为“铿锵玫瑰”，描述了中国女运动员的风采。全文共分四段，第一段讲述中国女运动员在国际比赛中取得的骄人成绩；第二段主要讲述中国男子足球队的发展现状，以衬托女子足球队，文中提到了中国足球历史悠久，在中国足协有很多队员，但中国男子足球队的成绩欠佳，并把国外的一些著名球队同中国男子足球作比较；第三段叙述中国女子足球队在重大国际比赛中所取得的骄人成绩，以及球迷对他们的热爱；最后是作者对中国女子足球队的祝福和鼓励。

## （三）“读后”（Post-reading）

### 1. 阅读理解（Reading Comprehension）

“阅读理解”部分设置了两个题，主要是帮助学生更好地理解阅读课文的内容。练习 1 要求学生根据课文内容选择填空。这个练习主要是检查学生对课文某些细节内容的掌握情况。练习 2 要求学生用课文里的词汇或短语填空，主要检查学生对课文内容的理解和把握。

### 2. 热点词汇与短语训练（Useful words and Expressions）

“词汇学习”主要用来帮助学生更好地掌握阅读课文中的词汇，共有两项练习：练习 1 是选择合适的词或短语填空，目的是复习课文中的热点词汇或短语，让学生进一步掌握课文的内容；练习 2 是要求学生用所给词汇或短语的正确形式填空，目的是有效地帮助学生掌握课文中学过的词汇和短语的用法。

## （四）“听力”（Listening）

“听力”部分是两个好朋友之间的对话。两个人互相询问暑假的安排。两个人都打算暑假看奥运会，其中一个要在家里和家人一起通过电视收看奥运节目；另一个要和父亲到北京去观看奥运会，为中国运动员加油，并期待着见到自己喜欢的运动员。围绕他们的对话设计了六个填空。主要练习学生对单词和常用的短语的听写，让学生能够听懂，增强学习英语的自信心。

## （五）“说”（Speaking）

“说”部分主要是练习说出自己的打算和计划，共有三个步骤：首先给出了谈论计划和打算时常用的句型，然后给出了一个样例，最后给出六幅图片、六个情景，让同学们根据图片上的运动项目，表达自己的打算，根据情景，仿照样例，用所给的句型练习谈论自己的计划和打算。

## （六）“写作”（Writing）

“写作”部分要求学生写一份学习、旅行等的计划。通过该练习可以帮助学生掌握计划安排的写作方法。这个部分设计分三个步骤。首先让学生学习写计划安排的写作要求，然后给出了一份学习计划，最后要求学生根据要求写一份计划。

### （七）“语法”（Grammar）

“语法”部分主要是帮助学生了解、熟悉并初步掌握英语的四种时态（一般现在时、一般过去时、一般将来时、现在进行时）的用法。共设计了四部分，第一部分为现在进行时的用法。首先列出了第三人称一般现在时谓语动词的构成方法，然后是一般现在时的用法。第二部分是一般现在时的用法。首先列出了动词的过去式和过去分词的变化规则，然后是一般过去时的用法。第三部分是一般将来时的用法。首先列出一般将来时谓语动词的构成，然后讲述一般将来时的用法。第四部分是现在进行时的用法。首先列出规则动词的现在分词的变化规则，然后是现在进行时的用法。练习部分只有一道题。由于本单元语法内容较多，为了激发同学们的学习兴趣，本书中只给了一道习题，让学生掌握动词的各种变化形式。时态练习放在练习册中进行。

### （八）“小结”（Summing Up）

“小结”部分涉及两项内容：让学生总结出所学到的有关运动的知识；让学生列出本单元所学的名词、动词、词组和短语及语法部分的时态与用法，进一步复习和巩固本单元的主要内容。

### （九）“学习建议”（Learning Tip）

“学习建议”部分中给出了有关奥运火炬、北京奥运会吉祥物、奥运五环旗等图片及其英语名称。引导学生多记有关运动方面的英语词汇。这样，不仅可以增加他们学习英语的兴趣，而且对扩大他们的词汇量大有裨益。

### （十）“音乐欣赏”（A English Song）

优美经典的歌曲，增强学生学习英语的积极性和兴趣。

本单元设计的要点如下。

- （1）学习并了解“我国优秀女运动员特别是我国女子足球队员的风采”。
- （2）让学生明白我国女运动员取得的成绩是与她们的艰苦训练分不开的。
- （3）学习并初步掌握本单元的“教学目的和要求”中的词汇和短语，并掌握如何表述打算和安排。
- （4）学会谈论自己的安排、打算。
- （5）学习并掌握一般现在时、一般过去时、一般将来时和现在进行时的用法和规则动词各种形式的变化规则及常用不规则动词的各种形式。
- （6）学习写学习计划和安排打算。

## 二、教学建议与训练

### （一）热身

教师既可以组织同座位的学生首先看热身部分的图片，也可以提问让全班学生回答。

Picture 1: Lang Ping

1. —What is the sport?

—It's volleyball.

2. — Would you please tell us something more about it?

—Yes, Lang Ping is a famous volleyball player. She and her team members won several medals in the Olympic Games. She is my favorite athlete.

Picture 2: Yao Ming

1. —What is the sport?

—It's basketball.

2. — Would you please tell us something more about it?

—Yes, Yao Ming is a famous basketball player in the world. He won high places in many international matches. He is my favorite basketball player.

Picture 3: Hao Haidong

1. —What is the sport?

—It's football.

2. — Would you please tell us something more about it?

—Yes, Hao Haidong is a famous football player in China. He is my favorite athlete.

Picture 4: Liu Xiang

1. —What is the sport?

—It's men's hurdle.

2. — Would you please tell us something more about it?

—Yes, Liu Xiang is a famous athlete in men's hurdle in the world. He won the gold medal in the 2004 Olympic Games. He is my favorite athlete.

Picture 5: Deng Yaping

1. —What is the sport?

—It's table tennis.

2. — Would you please tell me something more about it?

—Yes, Deng Yaping is a famous table tennis player in the world. She won many gold medals in the Olympic Games. She is my favorite table tennis player.

Picture 6: Zhang Ning

1. —What is the sport?

—It's badminton.

2. — Would you please tell me something more about it?

—Yes, Zhang Ning is a famous badminton player in the world. She won the gold medal in the 2004 Olympic Games. She is my favorite athlete.

教师总结, 体育运动对我们的身体健康有很大的益处。我们都应该多做运动, 如打排球、篮球、乒乓球、羽毛球、踢足球、游泳等。然后教师接着总结, 我国有很多世界知名的运动员, 可让学生说出一些运动员的名字, 从他们说出的名字中问他们女运动员是否比男运动员在国际比赛中取得的成绩更好, 尤其是女排和女足。

这部分可以帮助学生进一步熟悉阅读的相关主题，预测阅读内容与阅读中可能出现的词汇，激发学生的阅读兴趣和欲望。在教学中，教师要让学生说话练习，但不宜花太多的时间，教师要及时引导学生总结。在回答 **what** 的问题时，要简明扼要，重点是处理好练习。教师可以把在第 29 届奥运会和世界锦标赛中取得过奖牌的运动员名称列出来，并把一些体育项目的名称给出来，帮助学生练习。

## （二）阅读

### 1. 本课的阅读目的

（1）让学生了解我国著名的运动员、运动队（女子排球队、女子足球队）以及他们在重大的国际比赛尤其是奥运会中所取得的优异成绩。

（2）帮助学生认识到：他们所取得的成绩是他们平时艰苦训练的结果。

（3）让学生进一步学习使用恰当的阅读方法与技能，如细读（close reading）、总结、归纳内容的能力（summarizing）、猜测词义的能力（word-guessing skills）等。

（4）学习使用英语中的基本时态（一般现在时、一般过去时、一般将来时和现在进行时）。

（5）学习并掌握本课的词语、短语和词组、表达方式、语法结构。

### 2. 本课的教学步骤

（1）要求学生独立阅读课文，仔细阅读课文的第一段和最后一段话。对于陌生的词汇，教师可以给出词义，也可以让学生根据上下文猜测，帮助学生理解。

此时，教师可以给学生设计一些任务，如你认为中国最著名的女运动员是谁？中国最著名的运动队都有哪些？他们所取得的最好成绩是什么？

（2）两人一组开展交流讨论、互相问答，以加深对阅读内容的理解，特别是对文章的每一段第一句话（往往是全段的段落大意）的意思的理解。小组代表发言，全班交流。

（3）学生对自己不懂的句子、词汇向全班提问，征求答案。教师可针对学生的问题进行讲解，教师也可以就课文中的某些内容提问，检查学生的理解情况，教师再进行讲解归纳。教师可针对以下课文中的主要句子进行讲解。

#### Steel Roses（铿锵玫瑰）

- Chinese women athletes often win higher places and more medals than Chinese men athletes in Olympic Games, Asian Games and other international matches.
- We have many women star players, such as Deng Yaping, Lang Ping and so on.
- Chinese women athletes show the unique charm of Chinese women to the whole world with their speed, power, skills and attractive smile.
- Let's take football, the world's favorite game, as an example.
- Many countries like England, Italy and Spain have long football histories and hundreds of thousands of fans.



- These teams have a lot of fans in China and in countries all over the world.
- Today, there are thousands of players in the Chinese Football Association.
- But famous men's football teams, such as Manchester United, Liverpool, are in Europe and some other countries.
- Chinese men's football team is not so successful as them.
- Their fans call them the Steel Roses.
- They won the Olympic silver in 1996, the second place in 1999 World Cup and Asian champions from 1991 to 1997.
- Let's give them our best wishes. Go for it, Steel Roses!

(4) 通过以上步骤使学生初步掌握文章的整体脉络后, 让学生再次细读课文, 捕捉具体信息细节, 归纳课文大意, 加深对课文的理解。

(5) 学生理解课文整体与细节之后, 让他们再次听录音欣赏全文, 体会文章里表达贴切、内涵丰富的词汇和语句。同时, 也可引导学生再次阅读课文, 加深他们对课文的整体脉络与重要细节的掌握, 以达到全面深刻理解全文的目的。通过听课文的录音、跟读模仿, 帮助学生建立音、形、意方面的联系, 引导学生进一步领会全文。

(6) 讲解、练习课文中的语言知识。除了帮助学生学习和初步掌握课文中的词语外, 还要提示学生, 在阅读过程中注意课文中句子所用的时态, 随时进行归纳总结, 设计最基本的练习。词汇的讲解应密切结合上下文, 明确其意义与搭配关系, 系统归纳可放在以后(如在语言学习的词语部分中)进行。可让学生在理解的过程中观察课文中各句子的时态, 特别是一般现在时和一般过去时的用法, 详细的讲解可结合语法部分进行。

### (三) 阅读理解

阅读理解部分设计的两个练习都是紧扣课文的, 帮助学生在理解中掌握文章的主要内容和细节。学生在做题时, 可重新阅读课文, 查找答案。教师可做必要的指导。

## Suggested Answers

### I. Reading comprehension

#### 1. Read the text and choose the answer to each of the following blank.

1) A    2) B    3) B    4) C    5) A

#### 2. Complete the following statements with the words or expressions in the text.

1) higher places, more medals    2) their speed, power, skills and attractive smiles

- 3) not so successful as them      4) call them the Steel Roses  
5) older than football in those countries

#### (四) 词汇学习

词汇部分的练习密切联系阅读课文，做练习 1 时可让学生首先阅读一遍课文，然后自己做，再在同桌之间进行讨论，确定答案后，教师可举例说明词汇的意义和用法，再让学生读写以加深印象。当然，在词汇教学中，教师还可以举例说明，帮助学生理解和记忆。练习 1 帮助学生掌握和记忆课文中的有用的词组和短语。练习 2 帮助学生复习课文中的重要句子。

### Suggested Answers

## II. Practice of Words and Expressions

### 1. Choose the correct words or phrases to complete the sentences.

- 1) such as                      2) as an example                      3) higher places...more medals  
4) showed ...with      5) not so successful as      6) unique charm

### 2. Complete the following statements with the correct forms of the words or expressions in the box.

- 1) not so...as      2) all over      3) hundreds of      4) such as      5) take...as  
6) call                      7) from...to      8) show ...with      9) show...to      10) go for it

#### (五) “听力”

“听力”部分的要求是首先能够听懂对话的内容，然后根据所听到的内容填空，最后根据听力练习谈论自己的打算和计划。

“听力”活动的教学步骤如下。

(1) 让学生根据听力练习的要求，猜测所缺词可能是什么。例如：

Summer holiday will begin next \_\_\_\_\_, what are you going to do?

让学生判断所缺的应该是表示时间的状语，这样在听的时候就会注意时间状语。

(2) 放录音让学生听，第一遍学生可能记不下来全部填空，可以给学生 2~3 分钟的时间填空，之后再放第二遍录音，让学生去完成所有的填空。

(3) 放第三遍录音，教师可以让学生逐句重复，核对答案。

(4) 给学生 5~10 分钟的时间练习对话。

### Listening Text and the Answers:

Li Ming: Summer holiday will begin next week, what are you going to do?

Zhang Hua: I'm going to my hometown and have a good time with my parents.

Li Ming: They'll be happy to see you then.

Zhang Hua: Sure. We'll watch the Olympic Games on TV with them and cheer for Chinese athletes.

Li Ming: That will be very interesting.

Zhang Hua: Of course. What are you going to do?

Li Ming: Dad and I are planning to Beijing to watch the Olympic Games. Maybe we'll meet my favorite athletes there.

Zhang Hua: Great! Have a good time.

Li Ming: The same to you.

#### (六) “说”

“说”部分的要求是学生询问别人和表达自己的计划打算。

“说”部分的教学步骤建议如下。

(1) 教师把谈论计划时常用的句型列出来, 和学生一起练习几遍。例如:

I'm going to...                      I'd like to...              I want to...

I'm planning to...                  I will...

(2) 同桌之间进行练习, 首先练习所给的样例。

(3) 同桌之间根据所给的情景, 做练习。

(4) 让一些学生上讲台表演, 在全班交流, 教师归纳总结。

#### Sample:

Picture One: Play Table Tennis

A: What are you going to do this weekend?

B: This weekend, I'm planning to play table tennis. Will you go with me?

A: I'd love to. When shall we start?

B: How about 5:30?

A: I think 5:30 is too early. What about 6:30?

B: 6:30 is all right for me. Let's start then.

A: OK, see you then

Picture Two: Play Volleyball

A: What are you going to do this weekend?

B: This weekend, I'd like to play volleyball. Will you go with me?

A: I'd love to. When shall we start?

B: How about 7:00?

A: I think 7:00 is too early. What about 8:30?

B: 8:30 is all right for me. Let's start then.

A: OK, see you then

Picture Three: Play Baseball

A: What are you going to do this weekend?

B: This weekend, I'm going to play baseball. Will you go with me?

A: I'd love to. When shall we start?

B: How about 6:30?

A: I think 6:30 is too early. What about 7:30?

B: 7:30 is all right for me. Let's start then.

A: OK, see you then.

Picture Four: Climb A Mountain

A: What are you going to do this weekend?

B: This weekend, I'm planning to climb the mountain. Will you go with me?

A: I'd love to. When shall we start?

B: How about 5:30?

A: I think 5:30 is too early. What about 6:30?

B: 6:30 is all right for me. Let's start then.

A: OK, see you then.

Picture Five Swimming

A: What are you going to do this weekend?

B: This weekend, I'm planning to go swimming. Will you go with me?

A: I'd love to. When shall we start?

B: How about 5:30?

A: I think 5:30 is too early. What about 6:30?

B: 6:30 is all right for me. Let's start then.

A: OK, see you then.

Picture Six Playing Football

A: What are you going to do this weekend?

B: This weekend, I'm planning to play football. Will you go with me?

A: I'd love to. When shall we start?

B: How about 5:30?

A: I think 5:30 is too early. What about 6:30?

B: 6:30 is all right for me. Let's start then.

A: OK, see you then.

### (七) “写作”

“写作”部分的要求是根据要求写计划书。

教师可采取如下教学步骤。

- (1) 教师详细讲解写计划书的要求。
- (2) 让学生仔细研究所给的学习计划样例。
- (3) 根据要求写一份学习计划。

**Suggest answer:** 略

### (八) “语法”

“语法”部分讲述的是一般现在时、一般过去时、一般将来时和现在进行时四种时态，以及规则动词各种形式的变化。教师可首先详细讲解各时态的谓语动词的构成及用法，最后通过做课后和练习册的习题进一步复习和巩固所学的内容。

- (1) 一般现在时的用法。
- (2) 一般过去时的用法。

(3) 一般将来时的用法。

(4) 现在进行时的用法。

### Suggested Answers

Suggest answer: 略

## 三、评价建议

### (一) 非测试性评价

自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage.	5	4	3	2	1
I can understand the listening dialogue.	5	4	3	2	1
I can talk about my plans with my friend.	5	4	3	2	1
I can write my plan.	5	4	3	2	1
I know the use of the four basic tenses.	5	4	3	2	1
I know the rules for different verb forms.	5	4	3	2	1
I've learned the new words and expressions in this unit in heart.	5	4	3	2	1
I know how to use the words and expressions in this unit.	5	4	3	2	1
I still need more practice in _____.					

### (二) 测试性评价

#### 1. Fill out the table with the proper forms of the given verbs.

原形	过去式	—ing 形式	一般现在时第三人称单数形式
do			
have			
come			
give			
take			
tell			
write			
sleep			
study			
smile			

**2. Fill the blanks with the proper forms of the given verb.**

- 1) The girl \_\_\_\_\_ six years old now. She \_\_\_\_\_ five last year, and she \_\_\_\_\_ seven next year. (be )
- 2) He \_\_\_\_\_ to Beijing yesterday.(go)
- 3) I \_\_\_\_\_ to music now. (listen)
- 4) Mary \_\_\_\_\_ a new computer next month.(buy)
- 5) He often \_\_\_\_\_ breakfast at 7:00.(have)
- 6) The train \_\_\_\_\_ in ten minutes.(leave)
- 7) Where are the children? They \_\_\_\_\_ in school.(play)
- 8) He \_\_\_\_\_ out with his friend ten minutes ago, so he is not at home now.(go)
- 9) I \_\_\_\_\_ my parents this weekend.(see)
- 10) They \_\_\_\_\_ last year. (visit)
- 11) Joan \_\_\_\_\_ at seven everyday.(get up)
- 12) The moon \_\_\_\_\_ around the earth.(move)

**3. Complete the following sentences with the correct form of the given words or expressions.**

take...as	call	not so ... as	show...to	such as	go for it
all over the world	show...with	from...to	higher than		

- 1) Li Hua is \_\_\_\_\_ tall \_\_\_\_\_ Lin Li.
- 2) People from \_\_\_\_\_ will go to Beijing for the 2008 Olympic Games.
- 3) Li Hua \_\_\_\_\_ jumps (跳) \_\_\_\_\_ high \_\_\_\_\_ Liu Wei.
- 4) She has many hobbies, \_\_\_\_\_ listening to music, reading, hiking and so on.
- 5) Let's \_\_\_\_\_ him \_\_\_\_\_ an example. He calls his parents once a week.
- 6) John's classmates often \_\_\_\_\_ him "Big Brother".
- 7) It's not far \_\_\_\_\_ my home \_\_\_\_\_ my school.
- 8) We should \_\_\_\_\_ the children \_\_\_\_\_ our love for them.
- 9) We should \_\_\_\_\_ our respect \_\_\_\_\_ our teachers.
- 10) If you are sure (that) that is what you want, just \_\_\_\_\_.

**Suggested Answers**

**1. Fill out the table with the proper forms of the given verbs.**

略

**2. Fill the blanks with the proper forms of the given verb.**

- |                             |               |                 |             |
|-----------------------------|---------------|-----------------|-------------|
| 1. is, was, will be         | 2. went       | 3. am listening | 4. will buy |
| 5. has                      | 6. is leaving | 7. are playing  | 8. went     |
| 9. am going to see/will see | 10. visited   | 11. gets up     | 12. moves   |

3. Complete the following sentences with the correct form of the given words or expressions.

- 1) not so...as    2) all over the world    3) higher than    4) such as    5) take...as  
6) call    7) from...to    8) show ...with    9) show...to    10) go for it



## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

1. Steel Roses 铿锵玫瑰

2. Chinese women athletes often win higher places and more medals than Chinese men athletes in Olympic Games, Asian Games and other international matches. 中国女运动员在奥运会、亚运会和其他国际比赛中获得的名次和奖牌数常常超过了男运动员。

higher places and more medals than... “比.....更好的名次和更多奖牌”。例如：

Chinese athletes hope to win higher places and more Olympic gold medals Olympics than ever before. 中国运动员希望能在奥运会中获得比以往更好的名次和更多金牌。

3. We have many women star players, such as Deng Yaping, Lang Ping and so on. 我们有很多女体育明星，如邓亚萍、郎平等。

such as “例如”； and so on “.....等等”。例如：

He has many friends, such as Wang Ling, Li Juan, Gao Zhiqiang and so on. 他有很多朋友如王玲、李娟、高志强等。

I know many of them, such as John, Peter, and Tom. 我认识他们当中的很多人，如约翰、彼得和汤姆。

The Latin languages such as French, Italian, are all derived from Latin. 拉丁语系，如法语、意大利语，都起源于拉丁语。

We have different pies, such as apple, cherry, and strawberry pies. 我们有不同的派，如苹果派、樱桃派和草莓派。

This shop sells clothes, shoes, hats and so on. 这商店卖衣服、鞋、帽子，等等。

One material can be distinguished from another by their physical properties: color, density, and so on. 一种材料与另一种材料的区别在于他们的物理性能：颜色、密度，等等。

You may say so on certain occasions. 在某种场合你可以这样说。

He talked about how much we owed to our parents, our duty to our country and so on and so forth. 他谈到我们受到父母多少恩惠、我们对国家应尽的义务，等等。

4. Chinese women athletes show the unique charm of Chinese women to the whole world with their speed, power, skills and attractive smile. 中国女运动员用她们的速度、能力、技巧和迷人的微笑向世界展示了中国女人特有的魅力。

show...to... “向.....展示.....；给.....看.....”。例如：

He showed his pictures to me. 他把他的照片给我看。

I'll take some back with me to show to our distributor. 我要带一些回去给我们的经销商看看。

If you agree, we shall be glad to supply you with our samples for you to show to the potential customers. 如果贵公司愿意, 我们将乐于提供样品, 便于您向有购买潜力的顾客展示。

with 介词, 表示行为方式“以……; 用……”。例如: We write with pens. 我们用钢笔写字。

I leave the baby with my mother every day. 我每天都把婴儿交给我母亲照料。

5. Let's take football, the world's favorite game, as an example. 我们就以世界上最受欢迎的足球为例。

take ...as an example “以……为例”。例如:

Let's take cars as an example. 我们以汽车为例。

set an example “树立榜样”。例如:

Her diligence has set an example to the others. 她的勤奋为其他人树立了榜样。

for example “例如”。例如:

Many great men have risen from poverty—Lincoln, for example. 许多伟人从贫困中崛起, 例如林肯。

6. Many countries like England, Italy and Spain have long football histories and hundreds of thousands of fans. 很多国家像英国、意大利以及西班牙都有悠久的足球历史, 并且有成千上万的球迷。

hundreds of... “成百上千……”; thousands of... “千千万万……”; hundreds of thousands of “成千上万……”。例如:

There are hundreds of people in the park on Sundays. 星期天公园里有成百上千人。

Thousands of people were homeless after the May 12 earthquake in Wenchuan, Sichun. 四川汶川 5.12 地震后, 成千上万的人失去了家园。

He has hundreds of books but most of them hang by the wall. 他有好几百本书, 但大多束之高阁。

The farmer keeps hundreds of pigs on his farm. 那个农场主在他的农场里养了几百头猪。

Men have been making music for thousands of years. 人类创作音乐已有数千年历史。

The novel captured the imagination of thousands of readers. 这部小说引起了千万读者的想象。

The fair is a big gathering. Thousands of businessmen from more than 150 countries and regions are here to trade with China. 本次交易会是一次盛会。来自 150 多个国家和地区的成千上万的商人在这与中国进行贸易。

7. These teams have a lot of fans in China and in countries all over the world. 这些球队在中国和世界各国都有很多的球迷。

all over the world “全世界, 世界各地”。例如:

She has traveled all over the world. 她曾经到世界各地旅行。

Radio Beijing sends the news all over the world. 北京广播电台向全世界播送新闻。

all over “到处, 遍及”。例如:

The child is scribbling all over a book. 这孩子正在本子上到处乱画。

She's left her books all over the place. 她把书到处乱放。

I've looked for it all over the shop. 我到处都找过了。

8. Today, there are thousands of players in the Chinese Football Association. 现在, 在中国足协有成千上万的球员。



the Chinese Football Association “中国足球协会”。

9. But famous men's football teams, such as Manchester Unite, Liverpool, are in Europe and some other countries. 可是著名的男子足球队，如曼彻斯特联队、利物浦队都在欧洲和其他一些国家。

Manchester Unite “曼彻斯特联队（俱乐部）”。

Liverpool “利物浦队（俱乐部）”。

10. Chinese men's football team is not so successful as them. 中国男子足球队没有她们成功。

not so...as “不如……”。例如：

He is not so tall as his brother. 他没有他弟弟高。

I don't run so fast as he does. 我没有他跑得快。

as...as... “和……一样”。例如：

Tom is as tall as John. 汤姆和约翰一样高。

the same...as... “和……一样”。例如：

My book is the same as yours. 我的书和你的一样。

11. Their fans call them the Steel Roses. 她们的球迷称她们铿锵玫瑰。

call somebody... “称某人……”。例如：

We call him “Big John”. 我们叫他“大个约翰”。

How can you be so unkind and still call yourself my friend? 你怎么能这么不通人情，还自称是我的朋友？

12. They won the Olympic silver in 1996, the second place in 1999 World Cup and Asian champions from 1991 to 1997. 1996 年她们获得了奥运会银牌，1999 年获得世界杯赛第二名，1991 年至 1997 年获得亚洲冠军。

from ... to... “从……到……”。例如：

It's not far from my home to school. 从我家到学校不远。

It is very far from the earth to the sun. 从地球到太阳很远。

World Cup “世界杯”。

13. Let's give them our best wishes. Go for it, Steel Roses! 让我们真诚地祝福她们。加油，铿锵玫瑰！

Give...best wishes “把最好的祝福给……”。例如：

Give your parents my best wishes! 真诚地祝福你的父母！

Go for it! “加油！”也常用“Come on!”“Go!”。

If you really like it, go for it! 如果你真的喜欢，就去干吧。

## 二、背景知识

中国足球协会是中国足球运动的管理机构，国内简称足协。英文名称为：Chinese Football Association，英文缩写为：CFA。

一般可将女性比作玫瑰，取其娇艳、馨香、美丽之意。铿锵是象声词，有响亮、激越、向上的含意。铿锵玫瑰，是用来赞美中国女足姑娘的。“铿锵”意味着声音洪亮，节奏分明；“玫瑰”代表着美丽娇嫩，鲜艳夺目。两个分别蕴涵着阳刚与阴柔的词在中国女足身上实现了

完美结合。

1999年，中美两国女子足球队在美国进行了女足世界杯的最后决赛。当中国女足出场时，在场所有华人同声唱起了《玫瑰玫瑰我爱你》，场面感人至深。在随后的比赛中，女足姑娘们以精湛的技术水平和顽强的战斗意志，赢得了世界足坛的赞誉，虽然她们最终输掉了比赛，但虽败犹荣。

在中国女足姑娘们身上闪耀着一种民族精神，一种坚韧不拔、顽强拼搏、锲而不舍的进取精神，这种精神使她们赢得了一场场艰苦的比赛，也使她们赢得了世人的尊敬。与被国人寄予厚望却屡战屡败的男足相比，一直不受关注的女足却让中国人感到自豪。国人用“铿锵玫瑰”来表达对女足姑娘们的喜爱和崇敬之情。

中国女子足球队自成立之日起，一直脚踏实地，辛勤耕耘，在不懈努力中，取得辉煌成绩。她们是所有中国人的骄傲，是中华民族自强不息精神的代表。女足精神已经成为时代的强音，她们激励着社会生活中的每个人。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

**1. Complete the passage below with words in the text. The first letter of the word has been given for you.**

athletes medals famous skills example won successful fans

**2. Translate the following sentences into English with the words or phrases in the brackets.**

- 1) This building is higher than that one.
- 2) He worked from morning to night yesterday.
- 3) He showed his new book to me.
- 4) The children call Wen Jiabao "Grandpa Wen" kindly.
- 5) Athletes from all over the world will go to Beijing for the Olympic Games.

**3. Match the English on the left with the Chinese on the right. Then use each of the English phrases to make a sentence.**

all over the world 全世界

People all over the world show great concern about people in Sichuan.

such as 例如

There are many big cities in China, such as Beijing, Shanghai and so on.

take...as an example 以.....为例

Let's take Deng Yaping as an example.

not so ... as 不如.....

John is not so tall as Tom.

go for it 加油

Go for it, the Steel Roses!

win the second place 得第二名

He won the second place in the Olympic Games.

show...to... 向.....展示.....

Liu Xiang shows his speed, power and skills to the World in the Olympics.

## II. PRACTICE OF GRAMMAR

**Fill in the blanks with the proper form of the given verbs.**

- |                     |         |                 |                              |           |
|---------------------|---------|-----------------|------------------------------|-----------|
| 1. is, was, will be | 2. went | 3. am listening | 4. will buy/ is going to buy | 5. has    |
| 6. are playing      | 7. went | 8. visited      | 9. gets up                   | 10. moves |

## III. READING TASK

**1. Read the following passage and choose the best answer.**

- 1) A 2) C 3) D 4) B 5) B 6) A 7) C 8) D 9) A 10) B

**2. Choose the best answer for each blank to complete the following passage.**

- 1) B 2) C 3) C 4) A 5) D

## VI. LISTENING TASK

**Listening Text and the Answers:**

Wang Lin: Are you free on Saturday morning, Li Tao?

Li Tao: I'm afraid I'm busy on Saturday morning. I'm going to help my mother clean the house.

Wang Lin: What a pity. I want to play volleyball with you.

Li Tao: What about Saturday afternoon? Are you doing anything on Saturday afternoon?

Wang Lin: Saturday afternoon? No, I haven't got any plans.

Li Tao: Then shall we play volleyball on Saturday afternoon?

Wang Lin: Good idea.

## V. SPEAKING TASK

**Study the model and make a dialogue with your partner according to the situation.**

**Sample:**

You: What are you doing on Sunday morning?

Your partner: Not much. I'm going to do my homework on Sunday morning.

You: So you're free on Saturday afternoon?

Your partner: That's right.

You: Would you like to play table tennis with me?

Your partner: Good idea. When and where shall we meet?

You: How about two o'clock on the school playground?

Your partner: OK. See you.

You: See you.

## VI. WRITING TASK

### Sample:

My Plan for This Sunday

Oct. 13th, 2008

I'm making a plan for This Sunday.

On Sunday morning, I will get up at 6:30, then dress up and have breakfast. After that, I will go to play basketball with my good friends, Li Tao, Wang Qiang and Li Hua. In the afternoon, I will do my homework at home. In the evening, I'd like to watch TV with my family.



### 参考译文

### 铿锵玫瑰

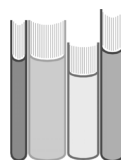
中国女运动员在奥运会、亚运会和其他国际比赛中获得的名次和奖牌数常常超过了男运动员。我们有很多女性体育明星，如邓亚萍、郎平等。我们国家有很多女子体育队在世界上也非常有名，如国家女子排球队、国家女子足球队等。中国女运动员用她们的速度、能力、技巧和迷人的微笑向世界展示了中国女人特有的魅力。

我们就以世界上最受欢迎的足球为例。足球在欧洲和南美洲都有悠久的历史。很多国家像英国、意大利及西班牙都有悠久的足球历史，并且有成千上万的球迷。您知道中国的足球史比那些国家还古老吗？现在中国足球协会有成千上万的足球队员。可是著名的男子足球队，如曼彻斯特联队、利物浦队等都在欧洲和其他一些国家。这些球队在中国及世界各国都有很多的球迷。中国男子足球队没有他们成功。

可是，中国成功的球队是国家女子足球队。她们的球迷叫她们“铿锵玫瑰”。1996 年她们获得了奥运会银牌，1999 年获得世界杯赛第二名，1991 年至 1997 年获得亚洲冠军。

真诚地祝福她们。加油，“铿锵玫瑰”！

## Unit 7 English Study



### 教学目的和要求 (Teaching aims and demands)

类别	要求掌握的语言知识和语言能力要点
话题	Some suggestions on how to learn English well, including reading, speaking, listening, and writing
词汇	beginning, difficult, lose, confidence, pity, following, improve, necessary, phrase, idiom, pattern, choose, suitable, passage, hard, bore, dictionary, possible, dialogue, recite, practice, answer, tape, clearly, success, simple, like, verb, finally, correctly, will,
短语	at the beginning of, lose confidence, sentence pattern, think over, as much as possible, take it easy,
功能	<p>(1) 询问/给出建议 (Ask for/ make suggestions)</p> <p>What's your idea?</p> <p>Any suggestions?</p> <p>Would you please give me your idea/ advice?</p> <p>What would you like me to do ...?</p> <p>Shall I / we do sth? / Let's do sth.</p> <p>What do you think of doing...?</p> <p>How about doing ...?</p> <p>My idea is ...</p> <p>Why don't you / we do ...? / Why not do ...?</p> <p>You + had better (not) do ...</p> <p>It is better to do ...</p> <p>I think you should do...</p> <p>Let's do...</p> <p>(2) 接受/拒绝建议 (Accept/ refuse suggestions)</p> <p>Good idea.</p> <p>That sounds a good idea. Thank you./OK./Certainly./All right./Sure./Yes, I'll do that.</p> <p>No problem. Thanks.</p> <p>Sorry.</p> <p>That's a good idea, but I'm afraid...</p>
语法	<p>形容词、副词的三个等级 (构成, 规则/不规则变化)</p> <p>Some of them think that English is too difficult to learn.</p> <p>The more words you have got, the easier English becomes.</p> <p>Reading is the most important for Chinese students to learn English.</p>



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是“英语学习”。本单元的语言知识和技能都是紧密围绕这一主题展开的。

#### (一) “热身” (Warming Up)

“热身”部分提供了学习英语的六种方法，即学习英语课文，听英语歌曲，参加英语角，听美国之音和慢速英语，收看中央电视台第九套的节目，以及看英文电影。本部分设计了两个练习，一是让学生知道学习英语的重要性；二是让学生回答英语学习的最好方法。

#### (二) “阅读” (Reading)

“阅读”部分题目为“英语学习”。共分为六段。第一段是引言，提出英语学习方法；第二段重点讲述阅读学习英语的重要性及阅读方法；第三段讲述提高英语口语的方法；第四段讲述听力训练的方法；第五段讲述英语写作技巧；第六段在课文的最后一段，点明主题思想。作者用“有志者，事竟成”这句谚语来结束全文。

#### (三) “读后” (Post- Reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了两个练习，主要用来帮助学生更好的理解阅读课文的内容。设计了两个练习，练习1是让学生根据课文及图示，用听、说、读、写这四个英语单词填空；练习2主要是考查学生对课文中细节内容的理解。建议采用“一问一答”的方式，让学生与同桌练习。

##### 2. 热点词汇与短语训练 (Useful Words & Expressions)

“词汇部分”主要用来帮助学生更好的掌握阅读课文中的词语，共设计两个练习，练习1是选词填空；练习2是用课文中的重点词汇和短语的正确形式填空，这是一项词汇活用的练习。

#### (四) “听力” (Listening)

“听力”部分设计的练习首先听对话，然后补充所缺单词。对话是在两个学生之间进行的，其中一个学生因为英语考试不及格有些沮丧，另外一个学生询问原因并且给出建议。

#### (五) “说” (Speaking)

“说”部分是围绕“建议”和“接受或拒绝建议”展开的。共设计了三个练习题。练习1是让学生练习如何表达“接受建议”；练习2是让学生练习如何“征求别人的建议”；练习3是训练学生如何“拒绝建议”。

### （六）“写作”（Writing）

“写作”部分重点是训练学生的写作能力。这个部分设计了三个步骤。首先列出了一些短文写作技巧，然后给出范文，最后让学生模仿范文写一篇短文。

### （七）“语法”（Grammar）

“语法”部分主要是帮助学生了解、熟悉并初步掌握形容词、副词的三级，即原级、比较级和最高级，并且重点讲述原级、比较级和最高级的常用句型。练习分为两个部分，练习1要求学生写出所给单词的比较级和最高级；练习2让学生根据语义用所给单词的正确形式（原级、比较级、最高级）填空。

### （八）“小结”（Summing Up）

“小结”部分设计两项内容：让学生写出学习英语的方法；让学生罗列出本单元所学到的词语和语法点。

### （九）“学习建议”（Learning Tip）

“学习建议”部分向学生介绍了学习英语的五个关键因素，它们分别是学习一定的时间，侧重词汇和短语，放松自己，对学习负责，以及每天都要听和读。

### （十）“音乐欣赏”（An English Song）

“音乐欣赏”部分激发学生兴趣，寓教于乐。

## 二、教学建议与参考

### （一）热身

首先让学生围绕“英语学习方式”展开讨论，然后参照给出的六幅图片，谈谈哪种方法是提高英语的听、说、读、写水平的最有效的方法，也可以提几个问题，让学生讨论后回答。例如：

Can you tell us how you learn English?

What is the most important about listening, speaking, reading, and writing?

What way do you have used in learning English in warming up?

Do you think what is the best way to learn English?

### （二）阅读

#### 1. 本课的阅读目的

让学生掌握提高英语听、说、读、写四部分能力的方法。

（1）让学生了解“有志者，事竟成”的道理，帮助他们在学习上树立持之以恒的决心和信心。

（2）学习并掌握本课的词语、句型和语法结构。

（3）让学生进一步学习英语短文的写作方法。

## 2. 本课的教学步骤

本课阅读课文信息量大，词汇量也相对较大，建议课文的教学步骤如下。

(1) 首先要求学生快速阅读课文，此时，教师可以问这样的问题：What does this passage talk about?

(2) 细读。要求学生认真、独立地重读课文，并且归纳出每一段的中心思想。教师可以设计一些这样的问题，让学生在阅读时参考：“Please tell me your understanding about the first paragraph.” Or “Tell us the main idea of the first paragraph.”

(3) 学生对自己不懂的句子、词语进行提问，征求答案。教师可针对学生的问题进行简要的讲解，教师也可以就课文中的某些内容提问，检查学生的理解情况，再进行讲解归纳。例如，教师可以讲授以下这些句子：

The more you read, the more you get.

If you have a problem with speaking, you should listen to English as much as possible.

Many students find it difficult to listen to English.

It's better to practice listening for 10 minutes at one time.

Where there's a will, there's a way

(4) 精读。通过以上步骤，学生初步掌握了文章的整体脉络，让学生再次精读课文，捕捉具体信息与细节，加深对文章的理解。

(5) 赏读。在学生对课文有了整体与细节的理解之后，让他们再次听录音欣赏全文，体会文章里表达贴切、内涵丰富的词句。同时，也可引导学生再次阅读课文，加深他们对文章中的整体脉络与重要细节的把握，以达到全面深刻领会文章的目的。通过听课文录音、跟读模仿，帮助学生建立音、形、意方面的联系。

(6) 教师带领学生进行本课的总结，让学生讲出课文中的语言知识、总体内容。

## (三) 阅读理解

“阅读理解”部分设计的两个练习都紧扣课文内容，帮助学生在阅读中掌握段落大意与文章的细节，可以让学生在速读、细读后独立完成。教师给予适时地指导，通过提问检查学生的理解情况。

## Suggested Answers

### I. Reading Comprehension

#### 1. Complete the following statements according to the text and the given pictures.

(1) Listening (2) speaking (3) Reading (4) writing

#### 2. Complete the answers to the questions according to the text.

1) too difficult to learn 2) for 10 minutes 3) easy and interesting 4) 略 5) *Where there is a will, there is a way*

## (四) 词汇学习

“词汇学习”部分的练习与阅读课文密切联系。做练习时可以首先让学生独立完成，再



进行小组核对。练习 1 对课文中的重点词和句型的巩固复习。练习 2 要求学生不仅要理解词汇的意思，更要学会词汇在句子中的运用。教师在讲解时可以首先举例说明每个单词或词组的用法，从而使学生巩固复习词汇或短语的用法。

## Suggested Answers

### II. Practice of Words and Expressions

#### 1. Choose the correct words or phrases to complete the sentences.

1) to improve 2) What 3) bored 4) much 5) easier

#### 2. Complete the following sentences with the correct forms of the words or expressions in the box.

1) learn, by heart 2) for 3) at one time 4) as much as possible 5) give up  
6) Think, over 7) It's necessary for, to 8) is good for 9) at the beginning of  
10) be able to

#### (五) 听力

“听力”部分是一篇简短的对话。要求学生在听录音时能填出空缺词汇并学习“给予建议”和“应答”的基本句型。

听力活动的教学步骤建议如下。

(1) 在听录音之前，让学生首先看一遍有空白的对话，了解主要内容，并估计判断空白处应该填什么词语。

(2) 听第一遍录音时，要求学生获取主要信息，基本理解对话。

(3) 听第二遍录音时，要求学生试着填写空白处信息。

(4) 小组内部核对答案。

(5) 听第三遍录音时，提问学生，核对答案。

(6) 教师校对答案，简单总结。

(7) 分组朗读。

#### Listening Text and the Answers:

1. Please listen to what they are talking about and fill in the missing words according to what you have heard.

*Mike failed in his English test. Jim gave him some suggestions.*

Jim: Hi, Mike! What's the matter? You look down!

Mike: It's too bad! I failed in my English test again. I really want to give up!

Jim: Oh, I am sorry to hear that! But English is very important in our life. You shouldn't give up.

Mike: But how can I learn it well? It's too difficult! What's your idea?

Jim: First, Interest is the best teacher. So you should develop your interest in English. Second, *practice makes perfect*. You have to practice as much as possible to improve your English.

Mike: Practice? How to do it?

Jim: Watch English movies or TV programs, read English books and speak English with your friends as much as you can.

Mike: OK. Thank you. I'll try my best.

### (六) 说

“说”部分的主要内容是“建议与应答”。要求学生能按提示语的内容完成对话，并应用到实际生活中。

“说”的教学步骤建议如下。

教师组织全班学生分组或同桌进行练习。

- (1) 学习列出的基本句型。
- (2) 要求学生尽可能用不同的句型来完成对话。
- (3) 小结，鼓励学生在全班示范。

**Please study the talk between Lucy and Lily and work in pairs to practice the following statements.**

#### Sample:

1. OK. / All right. / No problem. I'll do that.
2. Would you please give me some ideas of remembering English words?
3. That's a good idea, but I'm afraid I can't. I have not finished my homework. / Sorry, I can't.

### (七) 写作

“写作”部分是短文的写作格式。要求学生能根据提示和要求写一篇短文。

“写作”部分的教学步骤建议如下。

- (1) 了解一般短文采取三段式，由三部分构成，包括开头段、中间段和结尾段。
- (2) 学习范文的写作方式。
- (3) 学生自己练习，教师给予指导。
- (4) 选出好的短文进行讲评。

**Read the text once more and write a passage according to the following model.**

#### Sample:

It is important for us to learn English. I also think English is very easy to learn.  
The following ideas may be good for you.

Reading is the most important for Chinese students to learn English. The more you read, the more you get.

You should learn more dialogues, recite some interesting passages by heart and practice speaking with your friend as much as can.

It's better to practise listening for 10 minutes at one time and don't listen for long time. Do choose easy and interesting passages and the tapes on which people speak clearly and not too much.

Do more practice with new words, verb phrases and so on.

## (八) 语法

“语法”部分涉及的要点是规则形容词、副词三个等级的构成和不规则形容词和副词的三级的构成，以及形容词、副词三级常用句型。设计了两个练习，练习 1 让学生写出形容词副词的三级；练习 2 是用形容词副词的正确形式填空。

### Suggested Answers

#### Practice of Grammar

##### 1. Change the forms of the following words.

- |  |  |
|--|--|
| 1) big—bigger—biggest                    | 2) cheap—cheaper—cheapest                  |
| 3) heavy—heavier—heaviest                | 4) hot—hotter—hottest                      |
| 5) good—better—best                      | 6) important—more important—most important |
| 7) little—less—least                     | 8) hungry—hungrier—hungriest               |
| 9) far—farther/further—farthest/furthest | 10) bad—worse—worst                        |

##### 2. Complete the following sentences with the correct forms of the words in the brackets.

- 1) tall      2) best      3) happier      4) colder, colder  
5) the most beautiful      6) larger      7) more careful      8) many

## 三、教学评价建议

### (一) 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening passage.	5	4	3	2	1
I've learned some basic knowledge about English study.	5	4	3	2	1
I can make a short speech.	5	4	3	2	1
I can write an article of how to study English well.	5	4	3	2	1
I can understand, spell and use the new words and expressions in this unit.	5	4	3	2	1
I can understand the sentence patterns and write new sentences with them.	5	4	3	2	1
I have learned the use of the pronouns and can use them correctly.	5	4	3	2	1
I still need more practice in _____.					

### (二) 测试性评价

#### 1. Complete the following sentences according to the Chinese.

- 1) \_\_\_\_\_, we had an exam first. (在这学期开始)  
2) It's too hard. \_\_\_\_\_. (我想放弃)

- 3) Doing exercise \_\_\_\_\_. (对身体有好处)
- 4) You'd better \_\_\_\_\_. (仔细思考这个问题)
- 5) \_\_\_\_\_. (放轻松) I believe you can do it.
- 6) You should \_\_\_\_\_. (尽全力记这些单词)
- 7) I believe \_\_\_\_\_. (你能正确地做)
- 8) The teacher always \_\_\_\_\_. (让我们背诵课文)
- 9) \_\_\_\_\_ in modern society. (英语很重要)
- 10) The more you learn, \_\_\_\_\_. (你做起来越来越容易)

**2. Complete the following sentences with the proper forms of the words in the brackets.**

- 1) He study as \_\_\_\_\_ (hard) as his sister.
- 2) Of all the compositions, Xiao Wang wrote \_\_\_\_\_ (well)
- 3) The higher the ground is, \_\_\_\_\_ (thin) the air becomes.
- 4) The earth is getting \_\_\_\_\_ and \_\_\_\_\_ (warm).
- 5) He is \_\_\_\_\_ (clever) boy in our class.
- 6) My bag is three times \_\_\_\_\_ (big) than hers.
- 7) This machine is much \_\_\_\_\_ (quickly) than that one.

**Suggested Answers**

**1. Complete the following sentences according to the Chinese.**

- |                                    |  |
|------------------------------------|--|
| 1) At the beginning of this term   | 2) I want to give up                     |
| 3) is good for your health         | 4) think over this problem               |
| 5) Take it easy                    | 6) try your best to remember these words |
| 7) you are able to do it correctly | 8) asks us to recite texts               |
| 9) English is very important       | 10) the easier you do                    |

**2. Complete the following sentences with the proper forms of the words in the brackets.**

- |                  |           |                 |                      |
|------------------|-----------|-----------------|----------------------|
| 1) hard          | 2) best   | 3) the thinner  | 4) warmer and warmer |
| 5) the cleverest | 6) bigger | 7) more quickly |                      |



**补充参考材料 (Supplementary reference materials)**

**一、补充注释**

1. Chinese students often meet some problems at the beginning of learning English. 初学英语, 中国的学生常遇到一些困难。

meet v. “遇到; 见到”。例如:

I've never met this kind of problem before. 我以前从未遇到这种问题。

2. Some of them think that English is too difficult to learn. 一些人认为英语太难学了。

too...to “太……以致不能……；太……没有……”。例如：

This book is too difficult for me to read. 这本书给我读太难了。

3. So they lose confidence and even give up learning. 因此，他们失去信心，甚至想放弃学习。

lose confidence “失去信心”。例如：

Never lose confidence before the difficulties 面对困难绝不能失去信心。

4. Reading is the most important for Chinese students to learn English. 阅读对于中国学生学英语来说是最重要的。

Reading... 动词-ing 形式短语作主语。宾语 Chinese students 是宾补及 to learn English 的逻辑主语。例如：

Reading is important in learning a foreign language. 阅读在学习外国语时非常重要。

5. To improve your English, it is necessary for you to learn more English words, phrases, idioms and sentence patterns by heart. 为了提高英语能力，用心记住更多的英语单词、短语、习惯用语和句型是必要的。

to improve your English 是目的状语。例如：

To solve the problem, he has read a lot of books. 为解决这个问题，他看了很多书。

6. However, you should choose suitable passages to read, not too hard but interesting. 然而，你应该选择适合读的文章，不能太难的，但是令人感兴趣的。

not...but... “不是……而是……”。例如：

He is not a singer but a dancer. 他不是一个歌唱家而是一个舞蹈家。

7. ...you should listen to English as much as possible,.....你应该尽可能多地听英语。

as much as possible “尽可能多地”。类似结构还有 as slowly as possible 尽可能慢地，as soon as possible 尽可能快地，as quickly as possible 尽可能快地，as early as possible 尽可能早地。例如：

I'll do it as soon as possible. 我会尽快做它。

8. ...recite some interesting passages and practice speaking with your friends as much as you can. ....多背诵一些有趣的短文，并且尽你所能多和朋友练习说。

practice doing... “(经常反复地)练习”。例如：

Today we're going to practice parking. 今天我们要练习停车。

9. Many students find it difficult to listen to English. 很多学生认为听英语困难。

“find / think / consider it + necessary / important / difficult / easy... + to do ...” 认为做……十分必要/重要/困难/容易……。it 是形式宾语，动词不定式是真正的宾语，形容词是宾补。例如：

I think it very necessary to study hard now. 我认为现在努力学习很有必要。

10. Do choose easy and interesting passages and the tapes on which the people speak clearly and not too fast. (听英语时)一定要选择容易又有趣的听力短文，以及读音清晰且速度不太

快的磁带。

do 作为助动词除了可以用在问句、疑问句和否定句中以外，还可以用在动词原形前起强调作用。注意：助动词的时态与形式要随句子的时态和人称的变化而变，原句子的动词要用原形。例如：

Do tell your father about this. 一定要把这件事情告诉你的父亲。He did go to Shanghai last week. 他的确是上星期去上海了。

11. First, do more practice with new words and verb phrases, such as *look at*, *look for*, *look after* and so on. 起初，要用生词、动词短语，如 *look at*, *look for*, *look after* 等多做练习。

such as “例如……，像这种的”。例如：

We have many subjects this term, such as Chinese, English, math. 我们这学期有很多课，如语文、英语、数学。

and so on “……等等”。例如：

He bought books, pens, erasers, rulers and so on. 他买了书、笔、橡皮、尺子，等等。

look for “寻找”。例如：

I'm looking for Lucy, have you seen her? 我在找露西，你看见她了吗？

look after “照料；照顾”。例如：

Don't worry. I'll look after the baby tomorrow. 别担心，明天我来照顾孩子。

12. *Where there is a will, there is a way.* [谚] “有志者，事竟成。”

条件状语从句。例如：

Where there is smoke, there is fire. 无风不起浪（事出有因）

Where there is life, there is hope. 留得青山在，不怕没柴烧。

## 二、背景知识

世界上说英语的国家（Countries Where English is Spoken）

（1）英语在很多国家和地区是第一语言，包括英国、美国、澳大利亚、巴哈马、爱尔兰、巴巴多斯、百慕大、圭亚那、牙买加、新西兰、圣克里斯多福及尼维斯、特立尼达和多巴哥。

（2）英语在一些国家和地区中是主要的语言，这些国家包括巴西（连同葡萄牙语）、加拿大（连同法语）、多米尼克、圣路西亚、圣文森及格瑞那丁（连同法语）、密克罗尼西亚联邦、爱尔兰共和国（连同爱尔兰语）、利比里亚（连同非洲语言）、新加坡和南非（连同南非荷兰语和其他非洲语言）。

（3）英语是某些国家和地区的官方语言，但不是本地语言，包括斐济、加纳、冈比亚、香港、印度、基里巴斯、莱索托、肯尼亚、纳米比亚、尼日利亚、马耳他、马绍尔群岛、巴基斯坦、巴布亚新几内亚、菲律宾、所罗门群岛、萨摩亚群岛、塞拉利昂、斯威士兰、坦桑尼亚、赞比亚和津巴布韦。

（4）另外，英语在欧洲及日本是最普遍作为外语来学习的语言，其次是法语、德语和西班牙语。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

**1. Complete the following sentences with the correct forms of the words or expressions in the box.**

- 1) However    2) look after    3) trying their best    4) Take it easy    5) listen to  
6) too, to    7) such as    8) as much as you can

**2. Translate Chinese into English to complete the following sentences.**

- 1) The best way of learning English is speaking more and reciting more passages.  
2) The teacher asked me to get to school as early as possible.  
3) Do choose easy and interesting listening passages.  
4) It's better to go out for a walk after supper.  
5) It's necessary for us to do morning exercises.  
6) I think it (is) very easy to remember words.

**3. Match the words on the left with the words on the right. Then use each of the English phrases to make a sentence.**

- 1) **lose confidence:** Don't lose confidence easily!  
2) **practice speaking English:** You'd better practice speaking English for an hour every day.  
3) **meet problems:** You can ask the teacher when you meet problems.  
4) **improve your English:** To improve your English, I think you'd better read more.  
5) **give up smoking:** My mother asked me to give up smoking.

#### II. Practice of grammar

**1. Choose the proper answer for each of the blanks.**

- 1) hard    2) more interesting    3) tallest    4) the farther  
5) most carefully

**2. Fill in the blanks with the proper forms of the words in the brackets.**

- 1) best    2) large    3) worse, worse    4) older    5) biggest

#### III. READING TASK

**Choose the best answer according to the passage.**

1. B    2. C    3. C    4. B    5. C

#### IV. LISTENING TASK

##### Listening text and the answers:

English is one of the most important subjects in middle school. Almost everyone knows that we should learn English well, but few of us know how to learn it well. Karl Marx has set a good example for us. He once said, “When one is learning a foreign language, he must use the foreign language.” In this way, he could use several languages. A saying goes, “Practice makes perfect.” When we learn English, we should read more, speak more, listen to English from time to time and practise writing every day. Don't be afraid of making mistakes.

It's better to read English newspapers, magazines and novels, and watch

English movies to help you understand English culture. Only in this way can we learn it well.

#### V. SPEAKING TASK

**Follow the model and complete the following exercises. The useful expressions in the textbook may help you.**

##### Sample:

1. That sounds a good idea.
2. Would you please give me some ideas about how to spend summer holiday?
3. I'm afraid I must take care of my grandmother at home/finish my homework first....

#### VI. Find out the mistake in each of the following sentences and correct it.

1. to→for
2. boring→bored
3. to listen→listening
4. play→playing
5. more→many
6. much→more
7. such→such as

#### VII. Writing Task

##### Sample:

Some people think that if we want to learn English well we must learn grammar well first of all. Others believe we can't learn English well unless we remember as many English words and phrases as possible.

In my opinion if you want to learn English well, the most important is reading and reciting as much as possible. I think you'd better learn to remember some words phrases by heart. And we don't have to learn grammar well first of all. But we must learn some grammar when we learn English. Grammar is also important.

It's good for you to speak with your classmates or your English teachers as much as you can. What's more, it's necessary to do some listening. The best way of it is keeping listening for a few



days. Do choose some easy and interesting passage. At last, you're sure to remember to write what you learned in a day. You will find it's good for you to learn English.



## 参考译文

### 学英语

中国学生在最初学习英语时常常遇到一些问题。其中的一些人认为英语太难了，简直没法学。因此，他们就失去了信心甚至放弃了学习。多遗憾啊！下面的意见或许能对你会有帮助。

阅读对于中国学生学英语来说是最重要的。读得越多，学到的就越多。为了提高英语能力，用心记住更多的英语单词、短语、习惯用语和句型是十分必要的。最好的方法就是多读。然而，你应该选择适合读的文章，不能太难，而且一定要选择有趣的。当你遇到生词时，不要厌烦，只要尽力仔细思考、理解并记住它们就行了。

有时，词典会对你有帮助。学到的单词越多，英语就越容易。

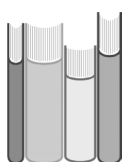
如果你在说的方面有问题，就应该尽可能多听英语，多学习一些对话，多背诵一些有趣的短文，并且尽你所能多和朋友练习说。

很多学生认为听英语时困难。解决这种情况的方法是尽可能地多听。练习听力一次最好十分钟。不要坐下来一次就听一个小时。那样听得就太多了。（听英语时）一定要选择容易又有趣的听力短文，以及读音清楚且速度不太快的磁带。

一开头不要着急。起初，用简单的磁带听而获得成功是一种更好的方法。

怎样才能写好呢？如何使用像 in, on, of 和 for 这些小词呢？开始时要用生词和像 look at, look for, look after 等这样的动词短语多做练习。最后，多读，这样你就能正确运用它们了。

请铭记：“有志者，事竟成”。



## Unit 8 Weather



### 教学目的和要求 (Teaching aims and demands)

类别	语言知识和语言能力要点	
话题	Talking about weather	
词汇	weather, sunny, snowy, rainy, cloudy, windy, season, spring, autumn, summer, winter, January, July, August, warm, cool, cold, hot, mild, temperature, degree, centigrade, internet, arrive, cheap, message, click, plan, tour, province, famous, lie, clearly, sometimes, around, below, almost, reach, usually, travel, suggest, hope, possible, wish, original, believe, different, hometown, daytime, change, comfortable, beautiful, flower, everywhere, abroad	
短语	degree centigrade, click away, from time to time, all the year around, that is to say, have a good time, look forward to, different from, make a tour, all the best	
功能	Talk about the Weather	
	What's the weather like today? How is the weather? Does it rain very much here? What's the temperature today? "It's fine, isn't it?" "It's raining hard, isn't it?" A fine day today, isn't it? How is the weather in autumn? How about the winter? What's the weather like in your hometown?	It's fine / cloudy / windy / rainy. It looks as if it's going to rain. The lowest temperature is around 10°C below zero. It certainly is sunny and warm. It's always warm and dry. It's often cold and dry. It rains and snows sometimes.  It is warm in spring and cool in late autumn.
语法	谓语动词的时态 We have studied English for two years. My grandpa had taken a taxi to my home when I arrived at the airport. Had you finished the work when he came back? It seemed as if it was going to rain. Was she going to start at once? I found my grandpa was talking with my father at home. My father said to me that my grandpa was coming to see us by plane the next day.	



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是“天气”，内容涉及“如何描述天气”。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

#### (一) “热身” (Warming up)

“热身”部分设计了一个“询问天气和描述天气”的问题，要求学生依照图片提示，并且从方框中选词来描述天气，从而引出对阅读部分内容的学习。

#### (二) “阅读” (Reading)

“阅读”部分是两个笔友之间的 E-mail，主要讨论的是悉尼和郑州两个不同城市的天气状况。

(1) 原始邮件 (课文中的第二封) 是 Daniel 写给 Li Lin 的 E-mail。

第一段向 Li Lin 问候。第二段告诉他发邮件的目的是想告诉他一些关于悉尼天气的事情。第三段详细介绍了悉尼的天气情况，由于悉尼的天气和中国的季节相反，建议 Li Lin 在七、八月份访问悉尼。第四段表达想去郑州，并询问郑州的天气情况，让 Li Lin 就旅行给出一些建议。最后一段是作为 E-mail 的结束语，给出自己对朋友的祝福。

(2) 回复邮件 (课文中的第一封) 是 Li Lin 回复给 Daniel 的 E-mail。

第一段表达了得知 Daniel 要来郑州访问自己高兴的心情。

第二段向 Daniel 详细介绍了郑州的天气，建议 Daniel 访问郑州的最好时间是在春天或秋天。同时，也表达了希望自己能去悉尼旅游，并盼望早日见到 Daniel。

第三段以祝福语作为结尾。

#### (三) “读后” (Post-reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分的目的是帮助学生课文有一个更好的理解。设计的练习题是要求学生按照所给的关于悉尼天气的事例来描述郑州的天气，如全年气候如何，以及春夏秋冬四季天气怎么样？

##### 2. 热点词汇与短语训练 (Useful Words and Expressions)

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇，此部分习题为每道小题给出三个待选的词语及与之相关的一个图片，让学生根据句义和图示填空。这些练习能有效地帮助学生掌握已知词汇，同时还可以激起学生扩大词汇的兴趣。

#### (四) “听力” (Listening)

“听力”部分设计了接近日常生活，且学生们非常熟悉的“天气预报”。在听的同时，激发学生的兴趣。

### （五）“说”（Speaking）

“说”部分首先给出一个关于天气的对话例子，要求学生首先细读，然后仿照对话描述自己家乡的天气。

### （六）“写作”（Writing）

“写作”部分首先给出电子邮件的写作格式与要求。要求学生写出一封询问 Adidas 和 Nike 鞋的价格的电子邮件。建议教师授课时可根据学生实际，让学生写一封回复邮件。

### （七）“语法”（Grammar）

“语法”部分继续讲述谓语动词时态。主要讲述了现在完成时、过去完成时、过去将来时和过去进行时的肯定式、否定式及疑问式。语法部分设计的练习题是根据语义用所给单词的正确形式填空。

### （八）“小结”（Summing Up）

“小结”部分涉及两项内容：让学生小结所学到的有关天气的知识；让学生小结本单元所学到的名词、动词、词组和短语及谓语时态，进一步复习和巩固本单元的主要内容。

### （九）“学习建议”（Learning Tip）

“学习建议”部分收集了一些与天气相关的短语及谚语。谚语都是用最凝练的语言阐述最深刻的哲理，引导学生多记一些寓意深刻的谚语。这样，不仅可以开启他们的心智，而且对他们的口语和写作大有裨益。

### （十）“歌曲欣赏”（A English Song）

优美经典的歌曲，增加趣味性，增强学生学习英语的积极性和兴趣。

本单元涉及的要点如下。

- （1）学习并理解“如何询问以及描述天气”。
- （2）学习并初步掌握本单元“教学目的和要求”中的词汇和短语及功能用语的表达。
- （3）学习并掌握谓语动词时态及其应用。
- （4）学习 E-mail 的写作格式和方法。

## 二、教学建议与训练

### （一）热身

教师首先询问学生：“我们中国人见面通常是如何寒暄的？”

教师要简单介绍汉语常用的问候语，如“你是从哪里来的？”“你多大年纪？”“你能挣多少钱？”“结婚了吗？”“你的手表多少钱呀？”“你的鞋子在哪儿买的呀？”……（“Where are you from?” “How old are you?” “How much do you earn?” “Are you married?” “How much is your watch?” “Where did you buy your shoes?” ...）。汉语里的寒暄有时还表示对对方的关心，

如“你今天气色不好，生病了吗？”“好久不见，你又长胖了。”“你又瘦了，要注意身体啊！”

对于这些问候，人们不会为此生气。但在英语文化中，年龄、地址、工作单位、收入、婚姻、家庭情况、信仰等话题属个人隐私范畴，忌讳别人问及。英美人如果听到你说：“You are fat.”或“You are so thin.”即使彼此比较熟悉，也会感到尴尬，难以回答，因为这是不礼貌的。

那么，英美人寒暄最频繁的话题是什么呢？谈天气。初次和英美人接触，最好的话题莫过于谈天气。由于英国天气变化无常，英国人尤其喜欢谈天气。人们在谈论天气时，往往不仅说一下天气的状况，而且有时还要加入一些个人的感受、评论或预测。其实，英美人很少为谈天气而谈天气，而是利用谈天气，如“It's fine, isn't it?”或“It's raining hard, isn't it?”等，来引出其他话题。

建议教师问学生：“询问天气时经常怎么说呢？”(What's the weather like today?)“如何描述天气呢？”“认识天气预报中各种天气的图标吗？”。带领学生认识方框中表示天气的词汇，并让学生根据图标提示对号入座。让学生根据实际情况来回答。

教师问学生询问天气还可以怎样说？引出询问天气的日常用语。

- (1) What's the weather like today? (It's fine / cloudy / windy / rainy.)
- (2) How is the weather?
- (3) Does it rain very much here?
- (4) It looks as if it's going to rain.
- (5) What's the temperature today?

### Suggested Answers

sunny and warm, cloudy, rainy and cool, snowy and cold, windy

此时，教师可以询问学生：“经常和朋友谈论这个话题吗？”“是和朋友面对面谈，还是在网上和网友聊天谈？”“是否试过和网友通过邮件谈谈各自居住地的天气？”

### (二) 阅读

#### 1. 本课的阅读目的

- (1) 帮助学生学会描述天气和季节。
- (2) 帮助学生掌握谓语时态。
- (3) 帮助学生了解 E-mail 的写法。

#### 2. 本课的教学步骤

(1) 由于课文中第一封 E-mail 是对第二封 E-mail 的回复，因此在授课时，应该首先讲第二封 E-mail (原始邮件)，即 Daniel 写给 Li Lin 的 E-mail。可以让学生带着问题独立阅读这两封 E-mail。

—What are they talking about?

—Is the weather in Sydney the same with that in Zhengzhou?

—Who will make a trip to Zhengzhou?

—When is the best time to visit Zhengzhou?

(2) 两人一组开展交流讨论，相互问答，以加强对阅读内容的理解，特别是对各段的头

两句话的意思的理解。然后小组代表发言，进行全班交流。

(3) 通过以上的练习，学生已经对课文的框架结构有了基本的认知。这时候，可以开始讲解课文的语言点。教师可以这样讲：Next, we will study the language points of the text, please take the notes when necessary.

除了帮助学生学习和掌握本课的词语外，还要提示学生在学习的过程中，注意谓语的时态，随时进行归纳总结。词汇的讲解应紧密联系上下文，明确其意义与搭配关系。关于谓语时态的详细讲解可以在语法部分进行。

(4) 在学生对课文有了整体和细节的把握后，可以让学生听录音，跟读，注意自己的发音、语调。

(5) 教师进行本课的总结，带领学生合上书本，回忆本课所学内容，让学生说出悉尼和郑州两座城市的四季天气情况及适合旅游的天气信息。

### (三) 阅读理解

“阅读理解”部分的目的是帮助学生更好地理解课文。设置的练习题要求学生按照所给关于悉尼天气的事例，描述郑州的天气：“全年气候如何？春夏秋冬四季怎么样？”此练习有助于学生把握描述天气的表达，达到本单元的学习目的。

## Suggested Answers

### I. Reading Comprehension

#### 1. Follow the example to express the weather in Zhengzhou according to the text.

All the year round: mild, four seasons.

Autumn: cool.

Spring: warm.

Winter: not very cold, snow, the lowest temperature: around 10°C below zero.

Summer: not too hot, rain a lot, the highest temperature can almost reach 40°C.

### (四) 词汇学习

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词汇和短语，要求学生根据每道小题给出三个待选的词汇及一个与之相关的图片填空。在做此项练习时，教师可以首先对所出现的词汇进行讲解。

## Suggested Answers

### II. Practice of Words and Expressions

1. Look at the pictures, and put the suitable words into suitable places to complete the following statements.

(1) sunny, sun, warm

(2) snow, snowy, snow

(3) raining, rain, rainy

(4) cloudy, cloud

### (五) 听力

“听力”部分设计了贴近日常生活，且学生非常熟悉的“天气预报”，让学生掌握天气的表达，并在听的同时，激发学生表述天气的兴趣。

建议教学步骤如下。

- (1) 组织学生思考生活中所听到的天气预报语言。
- (2) 组织学生看文章，明确要听的任务，猜出要听的内容，并比较中英文表达的不同。
- (3) 组织学生听第一遍录音，猜词。
- (4) 组织学生听第二遍录音，做练习。
- (5) 教师首先请同学们讲出自己的答案，然后组织学生第三遍听录音，并进行讲解。
- (6) 鼓励学生回忆并口述所听到的内容，可要求学生模仿天气预报员进行一次天气预报。

#### Listening Text and the Answers:

##### Weather Forecast (天气预报)

Now here is the weather report of Henan Province for the next 24 hours. Zhengzhou is going to be cloudy with the temperature from eighteen to twenty-three. It is windy in most of the places of Henan Province. But a strong wind will reach Luoyang. It will bring a heavy rain. The temperature in Luoyang will be from fourteen to twenty. It will be sunny in Kaifeng with the highest temperature of thirty degrees centigrade. We will have a rainy day in Anyang. The highest temperature will be thirty-two and the lowest temperature will be twenty. That's all.

### (六) 说

“说”部分给出一个关于天气的对话样本，要求学生首先细读，然后仿照对话描述自己家乡的天气。

建议教学步骤如下。

- (1) 教师仔细讲解对话。
- (2) 学生首先朗读、熟读、背诵，然后熟练描述天气。
- (3) 学生描述一下自己家乡的天气状况。
- (4) 学生进行对话。

#### Suggested Answers

**Your partner:** A fine day today, isn't it?

**You:** It certainly is sunny and warm.

**Your partner:** Is it the same as the weather in your hometown?

**You:** Not much. It's usually sunny. But sometimes it's rainy and a little cold in spring in my hometown.

**Your partner:** Oh? What's the weather like in summer in your hometown?

**You:** It's usually hot. Sometimes it's rainy.

**Your partner:** How is the weather in autumn?

**You:** It's often cloudy. Sometimes it's windy and dry.

**Your partner:** How about the winter?

**You:** It's usually very cold and dry. The lowest temperature is around 10°C below zero. But it rains and snows sometimes.

### (七) 写作

“写作”部分是要求学生写一封电子邮件。此时，教师应详细讲述一下电子邮件的格式和写作要求。其中包括如下内容。

#### (1) 称呼。

例如：Dear/sir/madam 或 Dear 加名或姓，但同辈的亲朋好友或同事之间可以直呼其名。

#### (2) 问候语。

例如：Greeting from 加自己的名字，或 Glad to mail you!等。

#### (3) 正文。

开头无须空格，写出正文内容。

#### (4) 结束语。

例如：Best wishes! 等。

#### (5) 签名。

在右下方写 yours，另起一行在 yours 下方签名。

在这里，教师也应该讲述一下邮件和普通书信的区别。

#### Sample:

Dear Jane,

Greetings from Cathy!

You know I am interested in all kinds of sports. I like sports shoes. I heard that the sports shoes are cheaper in your city. Can you tell me how much a pair of the *adidas* and *Nike* shoes is in your city? I am looking forward to your E-mail.

With best wishes!

Yours,  
Cathy

### (八) 语法

“语法”部分继续学习谓语动词时态。主要学习现在完成时、过去完成时、过去将来时和过去进行时的肯定式、否定式及疑问式。

在讲解语法时，教师可以重点讲述以下内容。

(1) 现在完成时是指到现在为止，动作已经完成。其基本构成是：助动词 **have / has** + 过去分词。

(2) 过去完成时是指到过去的某个时间点为止，动作已经完成。可以理解为是现在完成时的过去式。其基本构成是：助动词 **had** + 过去分词。

(3) 过去将来时是指从过去的某个时间点开始将要发生的动作。其基本构成是：**would** + 动词原形。

(4) 过去进行时是指在过去的某个时间点或时段正在发生的动作。其基本构成是：助动词 **was/were** + 现在分词。



语法部分设计的练习题是根据语义用所给词汇的正确形式填空。

### Suggested Answers

- 1) What were you doing (do) when our teacher saw you yesterday?
- 2) Jack had learned (learn) English for many years before he came here.
- 3) They haven't finished (not finish) their work yet.
- 4) He told me that he would come (come) to see me again as soon as he had time.
- 5) When he arrived at the station, his train had already left (leave).
- 6) They have lived (live) in the town since 2000.
- 7) I was watching (watch) TV when the phone rang.
- 8) He said he would buy/was going to buy (buy) a new dictionary the next week.

### 三、评价建议

#### (一) 非测试性评价

##### 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passages and listening passage.	5	4	3	2	1
I've learned how to describe weather.	5	4	3	2	1
I know how to talk about weather with others.	5	4	3	2	1
I know how to write an E-mail.	5	4	3	2	1
I can understand and spell the new words and expressions, and use them in new situations.	5	4	3	2	1
I can understand new sentence patterns and write new sentences with them.	5	4	3	2	1
I've learned the Grammar: tense.	5	4	3	2	1
I still need more practice in _____.					

#### (二) 测试性评价

##### 1. Fill the blanks with the correct forms of the words in the box.

cold	hot	snow
rain	windy	warm

- 1) It is 30°C outside, it is rather \_\_\_\_\_.
- 2) He took an umbrella with him because it was going to \_\_\_\_\_.
- 3) My mother advised me to wear the coat as it was very \_\_\_\_\_ outside.
- 4) The weather today is very comfortable. It is \_\_\_\_\_, but not hot.

5) The wind was very strong yesterday. It was \_\_\_\_\_.

6) It often \_\_\_\_\_ in the winter in Liaoning Province.

### 2. Translate the following sentences into English.

1) 当教师进来时，我正在看书。

2) 到去年“五一”为止，我已经在郑州生活了两年。

3) 我们已经学了6年的英语。

4) 昨天，他告诉我他将要去北京。

## Suggested Answers

### 1. Fill the blanks with the correct forms of the words in the box.

1) hot

2) rain

3) cold

4) warm

5) windy

6) snows

### 2. Translate the following sentences into English.

1) I was reading a book when the teacher came in.

2) By the end of May Day of last year, I had lived in Zhengzhou for two years.

3) We have learned English for six years.

4) Yesterday, he told me that he would go to Beijing.



## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

(1) E-pals 网友。

(2) An E-pal is someone you write E-mail to. 网友就是你给他写电子邮件的那个人。

you write E-mail to. 是定语从句，省略了引导词 whom 或 that，修饰 someone。例如：

The man who is sitting by the window is my English teacher. 靠窗坐的那个人是我的英语教师。

(3)

Da te:	Thursday, October 17, 2013, 6:27 PM
Fro m:	<u>Lilin@yahoo.com.cn</u>
Su bject:	Re: weather for travel

<b>To:</b>	<b>Denial @ yahoo.com</b>
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邮件的格式。

<b>日期:</b>	星期四, 2013/10/17 6: 27PM
<b>发件人:</b>	<u>Lilin@yahoo.com.cn</u> 邮箱地址
<b>主题:</b>	回复: 适宜旅游的天气
<b>收件人:</b>	Denial @ yahoo.com

(4) I'm so delighted that you are planning to make a tour of Zhengzhou, the capital of Henan Province in China. 你打算到中国河南的省会——郑州来旅游, 我真是太高兴了。that 引导形容补语从句。例如:

I am certain that you are right. 我肯定你是对的。

are planning to do... “打算做……” 相当于 “want to do...” 的用法。例如:

I am planning to make a tour of Beijing next month. 我打算下个月到北京旅游。

make a tour of ... “去……做一次旅行/游”。英语中 journey、trip、tour、travel 都有“旅行”的意思, 但各词的含义有所不同。

① journey 应用范围很广, 指“有预定地点的陆上、水上或空中的单程长、短途旅行”, 一般来说, 它着重指“长距离的陆上的旅行”, 例如:

He decided to make a journey to New York by air. 他决定乘飞机去纽约。

② trip 为一般用语, 指“任何方式的, 从业务或游览的旅行”, 往往着重于“短途旅行”, 在口语中, 可与 journey 互换, 例如:

He made a trip to the Great Wall yesterday. 昨天他游览了长城。

③ tour 指“以游览、视察、购物等为目的的旅行”, 常含有“最后回到原出发点”的意思, 可作为动词和名词。例如:

He is going to make a round-the-world tour/ make a tour of the world. 他要周游全世界。

④ travel 作为“旅行、游历”解, 一般表示“从一地到另一地旅行”, 常指“长时间、远距离的旅行”, 尤指“出国旅行”。可作为动词和名词。其复数形式意思为“旅游笔记; 游记”。例如:

Many people are fond of travel in their spare time. 许多人喜欢在闲瑕时间旅游。

(5) It lies on the Yellow River, the second longest river in China. 它位于中国的第二长河——黄河的岸边。

lie on... “位于……”。相同词义的还有 “lie in...”, “lie to...”。但它们之间是有区别的。

① lie on 表示“位于……(与之接壤)”。例如:

Liaoning province lies on the south of Jilin. 辽宁省位于吉林南部。

② lie in 表示“位于……(某范围内); 在于”。例如:

Changchun lies in the northeast of China. 长春位于中国的东北。

His success lies in his hard work. 他的成功在于勤奋的工作。

③ lie to 表示“位于……(某个范围之外)”。例如:

Japan lies to the east of China. 日本位于中国的东部。

the second longest 形容词最高级，意思是“第二长”。例如：

I am the second tallest student in our class. 在我们班我第二高。

(6) We have mild weather all the year round. 我们这儿全年气候温和。

all the year round “一年到头，全年”又可写成“all year round”。例如：

It's like spring all the year round. 四季如春。

(7) The four seasons of a year go on clearly here. 这里四季分明。

go on “运转，轮替；继续下去”。

go on 是由动词和副词搭配构成的短语，on 具有“继续进行”的意思。类似的还有 walk on “继续走”，move on “继续移动”，run on “继续跑”等。另外“go on+...短语”表示“继续做……”。

① go on doing...表示的是一个动作不断地进行下去，这里的 doing 为动名词。例如：

When someone asked him to have a rest, he just went on working. 当有人要他休息一下时，他还是继续工作。

Though it got dark, they went on walking. 虽然天黑了，但他们还继续走着。

② go on with...表示的是在做某件事中断了一段时间后，继续接着做这件没做完的事，这里的 with 为介词，后应接名词或代词。例如：

After a while, I went on with the book. 过了一会，我又继续看这本书。

③ go on to do...表示的是结束了一个动作，接着开始另一个动作，这里的 to do 为不定式形式。例如：

After he wrote a letter to his mother, he went on to do his homework. 他给母亲写完信后，接着做作业。

(8) It is warm in spring and cool in late autumn. 这里春天温和，晚秋凉爽。

late autumn 晚秋。类似的还有 early autumn 初秋，middle autumn 中秋。

(9) The lowest temperature is around 10°C below zero. 最低温度大约零下 10 摄氏度。

10°C below zero “零下 10 摄氏度”。10°C 的英语表述为 ten degrees centigrade。

(10) That's to say, the best season for traveling here is spring and autumn. 也就是说，来这里旅游的最好季节是春秋两季。

That's to say 作为插入语，“也就是说”。

(11) So I suggest you come to travel here in spring or autumn and I am sure you'll have a great time and enjoy your travel in Zhengzhou. 所以我建议你春天或秋天来郑州旅游，我保证你在这里玩得开心，旅行愉快。

you come to travel here in spring or autumn 是 suggest 的宾语从句，省略了引导词 that。suggest 作为“建议”解，而且后面跟 that 从句作宾语时，宾语从句中的谓语动词用虚拟语气，即谓语动词用“should+动词原形”，“should”可以省略。例如：

Almost all his friends suggested that he visit Mr. Johnson at once.

be sure+从句，意为“确信”“对……有把握”。例如：

I'm sure that he will come. 我确信他会来。

have a great time=have a good time “玩得愉快”。

(12) And also, I hope I can go to travel in Sydney some day. 同时，我希望有一天能去悉尼旅游。

some day “将来有一天，他日，总有一天”。例如：

We will meet again some day. 后会有期。

I hope to live in a big house some day. 我希望有一天能住上大房子。

用法上要与 one day, the other day 区别开。

one day “(过去)某一天；(将来)有一天”。

the other day 相当于 “a few days ago” 意思是 “前几天；数天前”。

(13) I am looking forward to meeting you here as early as possible. 我期盼早日在这里见到你。as...as possible “尽可能……”。例如：

Come as early as possible. 尽可能早来。

(14) Original Message. 原始邮件。

(15) I believe that the weather in Sydney is quite different from that in your hometown. 我认为悉尼的天气和你家乡的天气截然不同。

be different from... “与……不同”。例如：

The dictionary is different from that one. 这本字典与那本不同。

Susan is different from Alice. 苏珊和爱丽丝不同。

(16) Weather in Sydney changes every time. 悉尼的天气变化很快。

every time 在这里是 “随时，总是”。

every time 的含义和用法如下。

① 作为副词短语，它用在词句后，以加强语气，有如下两个含义。

(a) 意为 “always, at all times” “每次，总是”。

(b) 意为 “without exception, without the slightest hesitation” “毫无例外地；毫不犹豫地；当然”。例如：

-Will you do it for her? 这事你肯替她做吗？

-Every time! 当然！

② 作为连接词，像 the moment, the minute, the day, the year, next time 等短语一样引导时间状语从句，意为 “whenever” (每当，每逢)，every time 和一般现在时或过去时连用，强调经常性。例如：

Every time I catch a cold, I have a pain in my back. 每回感冒，我的背都痛。

Every time I traveled by boat, I got seasick. 每次坐船旅行，我都晕船。

③ every time 可与 each time 互换，但 every time 强调意味较强。例如：

Our football team wins every time. 我们的足球队总是踢赢。

We played with them twice and were defeated each time. 我们和他们赛了两场球，每次都输了。

Every time/ Each time I ask you to do something, you always say you're too busy. 每次我让你做点事，你都说你太忙。

(17) In the morning it may be sunny, but in the afternoon we may have heavy rains from time to time. 上午可能还是个大晴天，到了下午就时不时下起大雨。

from time to time 意为 at times “时常，有时，时不时地；间或；偶尔”。

(18) What is the weather like in Zhengzhou? 郑州的天气怎么样？

英语中询问“……东西怎么样？”的句型还有 How do you like ...? What do you think of ...? 和 How / What about ...?

## 二、背景知识

### 1. 华氏与摄氏

华氏 (Fahrenheit) 和摄氏 (Centigrade) 是两种不同的计温方法。西方许多国家采用华氏, 有些采用摄氏, 有些同时使用。因此, 不免有时会产生误解。华氏计温法是德国物理学家 Gabriel Daniel Fahrenheit (1686~1736 年) 于 1715 年创立的。华氏温标 (Fahrenheit Scale) 中间分 180 等分, 每等分代表 1 度, 用 F 表示。在一个大气压下, 水的冰点 (freezing point of water) 为 32 度, 沸点 (boiling 即 int) 为 212 度。

1742 年, 瑞典天文学家 Anders Celsius (1701~1744 年) 提出了另一种新的计温方法: “百分温标” (Centigrade Scale)。后人以他的名字来命名这种新的计温方法为“摄氏温标” (Celsius Scale)。摄氏温标中间分 100 等份, 每等分代表 1 度, 用 C 表示。在一个大气压下, 水的冰点 (freezing point of water) 为 0 度, 沸点 (boiling 即 int) 为 100 度。

摄氏与华氏之间的换算公式为:

摄氏度 = (华氏度 - 32)  $\times$  5 / 9      即:  $C = 5/9(F - 32)$

华氏度 = 9 / 5  $\times$  摄氏度 + 32      即:  $F = 9/5C + 32$

### 2. 生活小常识——自己来识别天气情况

#### 1) 看云识天气。

天上钩钩云, 地上雨淋淋。

天有城堡云, 地上雷雨淋。

天上扫帚云, 三天雨降临。

早晨棉絮云, 午后必雨淋。

早晨东云长, 有雨不过晌。

早晨云挡坝, 三天有雨下。

早晨浮云走, 午后晒死狗。

早雨一日晴, 晚雨到天明。

今晚花花云, 明天晒死人。

空中鱼鳞天, 无雨也风癫。

天上豆荚云, 不久雨降临。

天上铁砧云, 很快大雨淋。

老云结了驾, 不阴也要下。

云吃雾有雨, 雾吃云好天。

云吃风有雨, 风吃云晴天。

乌云接日头, 半夜雨不愁。

乌云脚底白, 定有大雨来。

低云不见走, 落雨在不久。

西北恶云长, 冰雹在后晌。



暴热黑云起，雹子要落地。  
黑云起了烟，雹子在当天。  
黑黄云滚翻，冰雹在眼前。  
满天水上波，有雨跑不脱。

### 2) 看风识天气。

久晴西风雨，久雨西风晴。  
日落西风住，不住刮倒树。  
常刮西北风，近日天气晴。  
半夜东风起，明日好天气。  
雨后刮东风，未来雨不停。  
南风吹到底，北风来还礼。  
南风怕日落，北风怕天明。  
南风多雾露，北风多寒霜。  
夜夜刮大风，雨雪不相逢。  
南风若过三，不下就阴天。  
风头一个帆，雨后变晴天。  
晌午不止风，刮到点上灯。  
无风现长浪，不久风必狂。  
无风起横浪，三天台风降。  
大风怕日落，久雨起风晴。  
东风不过晌，过晌嗡嗡响。  
雨后东风大，来日雨还下。  
雹来顺风走，顶风就扭头。  
春天刮风多，秋天下雨多。

### 3) 看物象识天气。

喜鹊搭窝高，当年雨水涝。  
久雨闻鸟鸣，不久即转晴。  
海雀向上飞，有风不等黑。  
鸟往船上落，雨天要经过。  
喜鹊枝头叫，出门晴天报。  
蟋蟀上房叫，庄稼挨水泡。  
蚊子咬得怪，天气要变坏。  
蜻蜓千百绕，不日雨来到。  
蜜蜂采花忙，短期有雨降。  
腰酸疮疤痒，有雨在半晌。  
枣花多主旱，梨花多主涝。  
晴天不见山，下雨三五天。  
河里泛青苔，必有大雨来。  
海水起黄沫，大风不久过。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

1. Complete the following dialogues with the words in the text according to the situations.

The first letter of each word has been given for you.

- 1) weather, cool, about, sunny
- 2) How, hotter, sure, rain
- 3) beautiful
- 4) How, It, summer
- 5) cold, colder

2. Complete the following passage with the correct forms of words or expressions in the box.

E-pal, different, every time, travel, as soon as possible, suggested, spring, that is to say, comfortable, some day

3. Translate Chinese into English to complete the following sentences.

- 1) I have just received a text message from my E-pal.
- 2) My mother suggested that I should make new friends in this new school.
- 3) It is often rainy in August in this city.
- 4) It is raining, and I have to stay at home.
- 5) Great changes have taken place in Nanjing, a city that lies on the Yangtze River.
- 6) If you go on like this, you will fail some day.
- 7) It is warm in spring and cool in late autumn in my hometown.
- 8) It is mild and like spring all the year round in Kunming. So, it is called "the City of Spring".
- 9) If you go to the party, you'll have a great time.
- 10) Lucy's interest is different from Mary's.
- 11) I would go to the cinema on weekends from time to time. But I am planning / going to go to the cinema tomorrow.
- 12) I hope I can make a tour of Beijing some day.

#### II. PRACTICE OF GRAMMAR

Fill in the blanks with the proper forms of the verbs in the brackets.

1. Up to now, we have studied English for eight years.
2. He has lived in Beijing since 1980.
3. Jim said that he would arrive / was arriving in two hours.



4. She said she was not going to see / would not see a film the next day.
5. I was sleeping when the earthquake happened.
6. I was not watching TV at seven last night.
7. -- Have you seen Lucy recently? I haven't seen her for several days.
- She has gone to Tibet. She said that she would go there last week.
- Oh, I have been there. It is a very wonderful place.
- Really? I'm planning to visit it.

### III. READING TASK

**Read the following weather forecasts carefully and then answer the questions.**

**1. Read this weather forecast for tomorrow:**

- 1) It will be rainy and windy in the morning.
- 2) The sun will shine and the temperature will reach 30 degrees Centigrade.
- 3) The weather will become windy and cloudy.

**2. Read the Weather Forecast in Henan Province for the next 24 hours carefully and then decide whether the following statements are T (true) or F (false).**

- 1) F      2) F      3) F      4) F

### IV. LISTENING TASK

**1. Listen to the tape carefully, and then choose the correct picture for each sentence.**

**Listening Text**

- 1) I don't like cloudy weather.
- 2) What a cold day!
- 3) Tom likes rainy days.
- 4) It's sunny today.
- 5) They always swim in summer.

### **Suggested Answers**

- 1) E    2) A    3) C    4) B    5) D

**2. Listen to the dialogue carefully then choose the proper answers.**

**Listening Text**

- 1) M: A nice day, isn't it?  
W: Yes, it is.
- 2) M: Look! What a heavy rain!  
W: Yes. We can't go home now.
- 3) M: Which month is the hottest in your hometown?  
W: Let me see. Oh, the seventh.

4) M: When did you get home yesterday, Lucy?

W: At about 7 o'clock. When I got home, I was all wet.

5) M: Have you gotten used to the weather here?

W: Yes, I have. What is the best season here?

M: Spring. It is sunny. And in your hometown?

W: Autumn. The air is fresh.

### **Suggested Answers**

1) A 2) C 3) B 4) B 5) B

## **V. SPEAKING TASK**

**Make up a story and talk to your partner. The following useful words and expressions may help you.**

**Sample:**

It was sunny in the morning, so Jimmy decided to fly a kite with his friend, Betty, in the park. They really enjoyed themselves. However, the weather changed very quickly. When they were playing in great joy at about 11 o'clock, it began to rain. It rained so heavily that they had to stop playing. Luckily, they brought an umbrella with them. About half an hour later, the rain stopped and there was beautiful rainbow in the sky. At that time, they felt a little hungry, so they went home to have their lunch.

## **VI. WRITING TASK**

**Your friend (Jane) and you (Cathy) talk about the favorite season by E-mail. Follow the example and send an E-mail to tell him or her your favorite season is spring.**

**Sample:**

Dear Jane,

Greetings.

Thank you for your E-mail. You said your favorite season is autumn. But I like spring best in a year. Why? Let me tell you the reasons.

Spring is the beginning of a year. The weather gets warmer and warmer. Many things come back to life. The trees are green. The flowers come out. Lots of birds fly back. They often sing songs in the trees. It is a good season for hiking. I like spring best.

Best wishes!

Yours,  
Cathy



## 参考译文

日期:

发件人:

主题:

收件人:

亲爱的丹尼尔,

谢谢你的邮件。我很高兴你要来中国河南的省会——郑州旅游。

在邮件中,你想让我告诉你一些关于这儿的天气情况。你知道,我生活的郑州是一个有着悠久历史的大城市,它位于中国的第二长河——黄河的岸边。我们这儿全年气候温和,且四季分明,春天温和,晚秋凉爽。这里冬天不是太冷,但有时会下雪。最低温度大约零下 10℃。这里的夏天天气也不是太热,但是我要说的是,有几天的时间天气确实很热,最高温度可达 40℃。夏天经常会下很多雨,也就是说,来这里旅游的最好季节是春秋两季。所以我建议你春天或秋天来郑州旅游,我保证你在这里玩得开心,旅行愉快。同时,我希望有一天能去悉尼旅游。

我盼望能在这儿早日见到你。

致以我最真诚的祝福!

你的  
李林

-----原始邮件-----

---星期四, 2013/10/17, 丹尼尔. 李<Denial@ yahoo.com> 写道:

**发件人:** Denial @ yahoo.com

**主题:** 适宜旅游的天气

**收件人:** Lilin@yahoo.com

**时间:** 星期四, 2013/10/17 6:07PM

亲爱的李林,

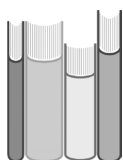
我在悉尼向你问好!

现在我写信告诉你一些关于悉尼的天气情况。我认为悉尼的天气和你家乡的天气截然不同。

这里的夏天,白天很热,最高温度可达 47℃,通常出现在 1 月份的时候。但是在冬天,夜间最低温是在 8℃至 9℃,通常出现在 7 月份的时候。悉尼的天气变化很快。上午可能还是个大晴天,到了下午就时不时下起大雨。这里的降雨量很大但是冬天不会下雪。冬天我们感觉很舒适,且有鲜花绽放。当这里是冬天的时候,你们国家正好是夏天。我希望以后你可以在七月或者八月的时候来悉尼访问。

我计划去国外旅行,想去郑州。郑州的天气怎么样?关于我的旅行你有什么建议吗?  
万事如意!

你的  
丹尼尔



## Unit 9 Festivals



### 教学目的和要求 (Teaching aims and demands)

类别	要求掌握的语言知识和语言能力要点
话题	Basic knowledge about the Spring Festival; how to talk about the festivals
词汇	festival, spend, holiday, lunar, calendar, Asian, celebrate, celebration, prepare, traditional, sweep, luck, hang, lantern, yard, paste, colorful, paper-cut, couplet, joy, eve, reunion, share, delicious, wonderful, program, midnight, dumpling, cracker, firework, welcome, dress, show, respect, express, wish, senior, neighbor, relative, tender, culture
短语	lunar calendar, sweep out, hand up, set off, dress up, prepare for, be full of, on Lunar, New Year's Eve, share...with, learn...from
功能	(1) 谈论节日 (Talking about Festivals) ... (festival) falls on / .... or ... (festival) is on... People eat ... on (festival). People usually ... (do) on (festival). (2) 写贺卡 (writing card) 注意贺卡的格式
语法	英语有两种语态，主动语态 (active voice) 和被动语态 (passive voice)。主动语态表示主语是谓语动词动作的执行者，被动语态表示主语是谓语动词动作的承受者。 (1) 被动语态的构成 肯定式： 通常由 be + 及物动词的过去分词构成，但在不同的时态中，be 的形式会发生相应的变化。 否定式： be + not + 及物动词的过去分词 疑问式： 第一个助动词置于句首，情态动词的被动把情态动词置于句首。 (2) 被动语态的用法 ① 不知道或没必要说出动作的执行者时；② 强调或突出动作的承受者时； ③ 可以说出动作的执行者时



## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是“节日”。内容涉及中国的春节、中秋节、元宵节的和国外的圣诞节、感恩节、复活节等。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

#### (一) “热身” (Warming up)

“热身”部分中提供了几个大家熟悉的节日, 让学生把所给的图片与节日的时间进行连线。

#### (二) “阅读” (Reading)

“阅读”部分话题是中国的传统节日春节。全文分为五段, 第一段总述春节的到来。第二段描写春节前的准备及节日气氛的营造。第三段描写了除夕之夜家人团聚。第四段描写了大年初一盛装拜年。第五段阐述过春节的意义, 让学生了解中国的传统文化。

#### (三) “读后” (Post Reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了两个练习题, 主要用来帮助学生更好地理解阅读课文的内容。练习1 要求学生依据课文内容判断正误, 并检查学生对课文中某些细节内容的理解情况; 练习2 要求学生以问答形式补充所缺信息, 可以让学生灵活地使用问答形式, 更好地掌握课文的信息, 有助于学生综合能力的培养。

##### 2. 热点词汇与短语训练 (Useful Words & Expressions)

“词汇学习”部分主要是用来帮助学生更好地掌握阅读课文中的词汇和短语。有两项练习, 练习1 是要求学生根据图片写出正确的单词; 练习2 是要求学生用课文中学到的词汇和短语填空。

#### (四) “听力” (Listening)

“听力”部分是一段描写圣诞节的小短文, 要求学生根据录音填写空缺的词汇或短语。目的是让学生进一步了解学习各国的节日, 感受不同国家的风俗习惯。

#### (五) “说” (Speaking)

“说”部分以中国学生熟悉的中秋节作为样例, 内容包括中秋节的庆祝时间、庆祝方式及庆祝的意义等, 有利于学生总结节日的常用句型。本部分设计了一个与节日有关的练习, 要求学生按照样例, 用所给的信息讲述“母亲节”或“感恩节”。这样的练习不仅让学生掌握节日的描写, 而且还能够给学生一个自由想象的空间, 充分调动学生的积极性, 锻炼学生的口头表达能力。

#### (六) “写作” (Writing)

“写作”部分要求学生学写贺卡。通过该练习让学生学习写贺卡的格式。本部分设计了

一个练习，要求学生按照贺卡的写作格式书写贺卡的内容。

### （七）“语法”（Grammar）

“语法”部分主要是帮助学生了解并掌握被动语态的用法。练习要求学生能够熟练掌握被动语态在各种时态中的用法。

### （八）“小结”（Summary up）

“小结”部分涉及以下五项内容。

- （1）让学生总结学的有关节日方面的知识。
- （2）让学生总结所学的常用动词。
- （3）让学生总结所学的名词。
- （4）让学生总结所学的常用词组。
- （5）让学生总结所学的新的语法项目。

### （九）“学习建议”（Learning Tip）

“学习建议”部分向学生介绍一些中国传统贺词的英语表达方式。富有趣味性，激发学生的求知欲。

### （十）“音乐欣赏”（An English Song）

“音乐欣赏”部分提供一首英文歌“Little Star”。可以陶冶情操，培养学生学习兴趣。

本单元涉及的要点如下。

- （1）学习并理解“春节”的内容。
- （2）了解有关描写节日的单词及其用法。
- （3）学习并初步掌握本单元“教学目的和要求”中的词汇和短语，并了解学习各国不同的节日。
- （4）学习写作贺卡的方法。

## 二、教学建议与参考

### （一）热身

教师可首先组织同座位的同学阅读热身部分的有关内容，也可以提出问题帮助学生思考，或者让学生通过相互提问来呈现热身部分的内容。例如：

How many festivals do you know?

Which one do you like best?

When is the Spring Festival...?

如果时间允许可以让学生就下面的问题进行引申讨论：

What do people usually do during the festival?

What special food do people usually eat on that day? Or what's special about it?

What activities are held during the festival? Or how do people celebrate the festival?

在教学中,对于简单的问题,教师可请基础一般的学生练习内容熟悉且简单的句子。这样可以让基础差的学生也能体验到学习英语的成就感。

这部分可帮助学生进一步熟悉话题,预测阅读中的内容和阅读中的词汇,激发他们的阅读兴趣。

## (二) 阅读

### 1. 本课的阅读目的

(1) 让学生了解和春节相关的内容,从节前准备到除夕之夜再到初一拜年的细致描写。

(2) 让学生进一步学习使用恰当的阅读方法与技能,如细读、总结、归纳内容的能力、猜测词义的能力等。

(3) 学习描述节日的词汇。

(4) 学习并掌握本课的词语、表达方式、语法等。

### 2. 本课的教学步骤

本节阅读材料呈现大量的细节内容,建议教学步骤如下:

(1) 速读。要求学生独立速读课文,整体把握课文。教师进行检查指导,以培养学生快速阅读的能力。完成 Post-reading 中的练习 1。

(2) 细读。要求仔细阅读每段课文的意思,找出不懂的词汇,在教师的引导下掌握每一段的意思,完成细节理解。完成 Post-reading 中的练习 2。例如:

Do you like the Spring Festival?

What do you do on the Spring Festival?

There are kinds of activities on Spring Festival. What do you know about them?

自我检查更正 Post-reading 中的练习 1 答案,教师提问部分学生,检查学习效果。

(3) 精读。通过以上步骤,学生初步掌握文章的整体脉络后,再让学生精读课文。同时,教师也根据学生的基础就课文中出现的热点词汇、句型等进行讲解,加强对具体细节及重要细节的把握,加深对文章的理解。完成 Post-reading II Useful and Expressions 中的练习 1、2。

(4) 赏读。在学生对课文有了整体的理解后,让他们再次听录音欣赏全文,体会文章里表达贴切、内涵丰富的词句。通过听课文录音,跟读模仿,帮助学生练习纠正发音。同时,也可引导学生再次赏读课文,以达到全面领会全文的目的。

(5) 复习巩固。完成练习册中的练习,检查学生对课本中语言知识的掌握情况。

(6) 总结归纳。在这一环节,教师和学生一起总结所学知识,归纳重点、难点,提醒学生注意在练习中容易出错的部分。

(7) 知识补充。在这一部分,根据学生对课本知识的掌握情况,必要时教师可对课本中的相关知识进行补充。

## (三) 阅读理解

“阅读理解”部分设计的两个练习都是紧扣课文内容,以帮助学生在阅读中掌握段落大意与文章的细节。可以让学生在速读课文后独立完成,通过提问检查学生的完成情况,必要

时教师适时地给予指导。

## Suggested Answers

### I. Reading Comprehension

1. Read the text again and decide whether the following statements are true (T) or false (F).

1) T 2) F 3) F 4) T 5) T

### 2. Answer the following questions according to the text.

1) The Spring Festival is on the first day of the year in lunar calendar.

2) A week before.

3) People usually eat Jiaozi and set off some crackers and fireworks at midnight on Lunar New Year's Eve.

4) On the first morning of the Lunar New Year, we get up early, dress up and go to show respect for the senior members of the family and to express good wishes to our friends, neighbors and relatives.

5) We can enjoy the happiness and the tender sentiments of our family and the Chinese traditional cultures.

### (四) 词汇学习

“词汇学习”部分的练习密切联系阅读文章，建议教师引导学生再一次精读课文，独立完成练习，进行小组核对。教师可举例说明词汇的用法，再让学生读写以加深印象。

“词汇部分”要求学生不仅要理解词汇的意思，还要学会运用词汇。教师在讲解时可以首先举例说明每个词汇或词组的用法，从而使学生能够对用法进一步巩固复习。

## Suggested Answers

### II. Practice of Words and Expressions

#### 1. Fill in the blanks with nouns according to each picture.

1) Spring Festival couplet 2) lantern 3) paper-cut

4) cracker 5) firework 6) lucky money

2. Complete the following sentences with the correct forms of the words and expressions in the box.

1) would like to 2) swept out 3) were hung up 4) on both sides 5) dressing up

6) preparing for/to prepare for 7) were set off 8) share, with 9) get together

10) learned, from

### (五) 听力

“听力”的要求是首先能够听懂文章的内容。了解并学习西方国家的重要节日圣诞节的



时间、特点等。

“听力”活动的教学步骤建议如下。

(1) 教师给出几个问题让学生讨论。例如：

What's the most important festival in the west countries? When is Christmas? Who is old man dressed in red during the Christmas? What do people do on that day? Do you know some traditional Christmas customs? ...

(2) 阅读短文，让学生对对话内容有一个大体的了解，准备听录音。

(3) 听第一遍录音，填写主要信息。

(4) 听第二遍录音，对在第一遍听力过程中遗漏的内容进行补充。

(5) 听第三遍录音，核对答案。首先由学生尝试回答，然后小组内部核对，最后由教师补充。

(6) 朗读短文后找几个学生试着复述短文。

### Listening Text and the Answers

**Please listen to the tape and fill in the missing words according to what you have heard.**

Christmas is the most important festival of the year in Western countries. It is on December 25.

On Christmas Eve, it is said that Santa Claus — a kind, old man dressed in red will visit each family and leave gift under the Christmas trees. Early in the morning on Christmas Day children are eager to find gifts under the Christmas tree. Of course, the gifts are given by their parents, relatives and friends.

A few days before Christmas, people are usually busy shopping. On Christmas Day, the family members usually get together in celebration of the festival.

There are some traditional customs in the world, such as having a big meal at home, sending Christmas cards to relatives, friends and receiving Christmas cards.

### (六) 说

“说”部分的要求是学生能够运用正确句式描述节日，并能把自己所喜欢的节日介绍给朋友。说的教学步骤建议如下。

(1) 让学生试着用课本中的词汇、句型描写自己熟悉的或喜欢的节日，包括节日的时间、庆祝方式、庆祝节日的意义等。

(2) 参考 Model 总结出描写节日的句型结构。

(3) 根据总结的句型，完成练习。

**Study the model and make your own speech about Mother's Day and Thanksgiving Day to the whole class.**

### Sample:

Exercise 1:

Mother's Day is coming. I'd like to go back home and enjoy the holiday with my parents.

Mother's Day is on the 2nd Sunday of May. We have a family reunion and have a big dinner at noon. I sometimes send flowers or other gifts to my mother. But I usually show respect to my

mother by helping my mother do some housework on that day, such as washing clothes, doing some cleaning, cooking and so on. My elder brother does some cooking instead of my mother.

We enjoy the happiness of our family.

Exercise 2:

Thanksgiving Day is coming. I'd like to go back home and enjoy the holiday with my parents.

The Thanksgiving Day is my favorite festival. It is on the fourth Thursday of November. On that day I want to thank my English teacher who taken care of me. I will thank my deskmate for her helping me when I was in trouble. And I am thankful to Mr. Zhang who is my first teacher. In west countries, they will have a family reunion and hold some activities. They eat turkey, pumpkin, and pie to celebrate the festival.

I can learn a lot of traditional cultures from this festival.

### (七) 写作

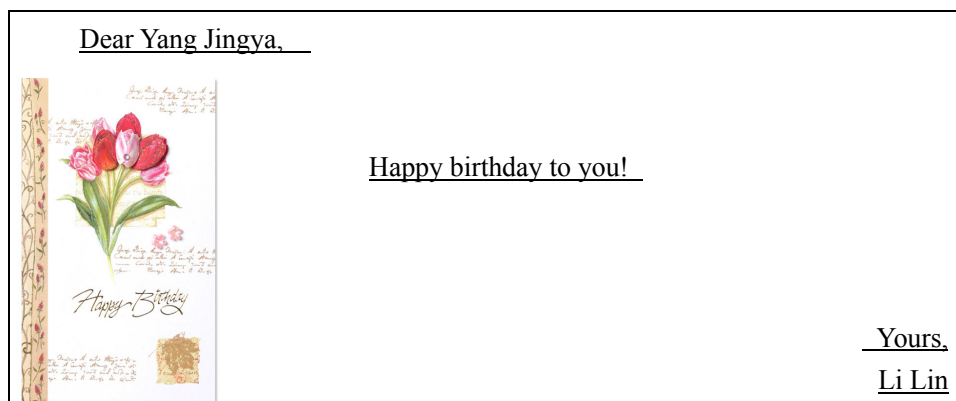
“写作”的要求是学生能够掌握英语贺卡的书写方式。

“写作”的教学要求如下。

- (1) 组织学生两人一组讨论，明确要写的贺卡的内容。
- (2) 让学生独立完成贺卡写作的全过程，教师可以在中途进行指导。
- (3) 教师提供 1~2 个贺卡样例作为参考，帮助学生明确写作的要求。
- (4) 学生独立完成所有写作项目，并相互检查。
- (5) 学生完成后，教师可选择几个作为点评。

**Exercise: Write a greeting card with the following messages.**

**Sample:**



### (八) 主题任务

课下查阅资料，借助网络搜集有关节日的历史来源等，如春节、圣诞节、复活节、感恩节、愚人节、情人节、母亲节和父亲节等。

### (九) 语法

语法部分涉及的要点是两种语态，主动语态（active voice）和被动语态（passive

voice)。主动语态表示主语是谓语动词动作的执行者，被动语态表示主语是谓语动词动作的承受者。

### 1. 被动语态的构成

肯定式通常由 be + 及物动词的过去分词构成，但在不同的时态中，be 的形式会发生相应的变化。例如：

被动语态的时态	构成
一般现在时	am/ is/ are + 过去分词
一般过去时	was/ were + 过去分词
一般将来时	will + be + 过去分词
现在进行时	am/ is/ are being + 过去分词
过去进行时	was/ were being + 过去分词
现在完成时	have/ has been + 过去分词
过去完成时	had been + 过去分词
过去将来时	should/ would + be + 过去分词
情态动词的被动	情态动词 + be + 过去分词

The People's Public of China was founded in 1949. 中华人民共和国成立于 1949 年。

否定式通常由 be + not + 及物动词的过去分词构成。例如：

The car was not made in Japan. 这辆小汽车不是日本制造的。

疑问式第一个助动词置于句首，情态动词的被动把情态动词置于句首。例如：

Has the bike been repaired? 自行车修理了吗？

### 2. 被动语态的用法

以下几种情况可以使用被动语态。

(1) 不知道或没必要说出动作的执行者时。例如：

The school was built in 1956. 这所学校建于 1956 年。

(2) 强调或突出动作的承受者时。例如：

The film will be shown soon. 电影不久将会放映。

(3) 可以说出动作的执行者时。例如：

The little boy was found by the policeman. 这个小孩是警察找到的。

### 3. 应注意的几个问题

(1) 时态保持不变。在主动句变为被动句时，句子的时态不变。例如：

The workshop produces more than 1000 shoes. (主动语态)

More than 1000 shoes are produced every day by that workshop. (被动语态)

(2) 主格和宾格的变化。

主动变为被动时，原主动语态中的宾语变为被动语态中的主语。原主动语态中的主语变为被动语态中的执行者/发起者。同时，牵涉到人称代词时，要注意格的变化。例如：

I (主格) planted the tree (宾格). (主动语态)

The tree (主格) was planted by me (宾格). (被动语态)

(3) 可以转化成两个被动语态的动词，包括 give, ask, tell, send, show, teach, show, buy 等，

若直接宾语变成主语，句中需加适当的介词，如 to, for 等。例如：

- ① I gave him a book. 我给他一本书。

A book was given to him. 一本书给了他。

He was given a book (by me). 一本书给了他。

- ② My sister bought me a T-shirt. 我姐姐给我买了件 T 恤衫。

I was bought a T-shirt by my sister. 一件 T 恤衫被我姐姐买了给我。

A T-shirt was bought for me by my sister. 一件 T 恤衫被我姐姐买了给我。

- (4) make 在主动时宾补不带 to，变被动时需加上 to。例如：

I make him speak at the meeting. 我让他在会上发言。

He is made to speak at the meeting. 他迫使在会上发言。

- (5) 某些动词用主动表示被动含义。

- ① 某些系动词后，如 smell, taste, sound, feel 等。例如：

The flowers smell sweet. 这些花闻起来香。

The cloth feels soft. 这布料摸起来软。

- ② 某些不及物动词与 well, easily, quickly 连用时，例如：

The books sell well. 这些书很畅销。

The pen writes well. 这笔很好用。

- ③ need, require, request 跟随 doing, to be done 表示被动意义，例如：

The watch needs repairing/to be repaired. 我的表需要修理。

My hair needs cutting/to be cut. 我的头发需要剪。

- (6) 有些不及物动词构成短语后，也可构成被动语态。例如：

The children were taken good care of in the kindergarten. 孩子们在幼儿园受到了好的照顾。

## Suggested Answers

### Practice of Grammar

#### I. Choose the correct from active or passive. Circle the word(s) you choose.

- 1) arrived    2) is spoken    3) have been watered    4) be finished    5) were borrowed

#### II. Put the following sentences into the passive voice.

1) Football is played all over the world.

2) A bridge has been built over the river.

3) The doctor will be remembered (by all of us).

4) Some crackers and fireworks are set off on Lunar New Year's Eve every year.

5) The word can be found in that old dictionary.

### 三、教学评价建议

#### （一）自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening passage.	5	4	3	2	1
I've learned some knowledge about the Spring Festival.	5	4	3	2	1
I've learned that how people celebrate the Spring Festival.	5	4	3	2	1
I've learned some important festivals.	5	4	3	2	1
I've learned how to describe festivals in English.	5	4	3	2	1
I've known how to write a congratulation card.	5	4	3	2	1
I can understand and spell and use the new words and expressions in this unit.	5	4	3	2	1
I've learned the Grammar: Passive Voices.	5	4	3	2	1
I still need more practice in _____.					

#### （二）测试性评价

##### 1. Complete the following sentences according to the Chinese in the brackets.

- 1) Look, the bus \_\_\_\_\_ (来了) .
- 2) Where did you \_\_\_\_\_ (度假) last summer?
- 3) We're looking forward to \_\_\_\_\_ (新学期的到来) .
- 4) You should \_\_\_\_\_ (分享) your toys with others.
- 5) You may enjoy \_\_\_\_\_ (幸福与欢乐) during the Spring Festival.

##### 2. Put the following sentences into the passive voice.

###### Example:

I borrowed these books from the library.

→ These books were borrowed from the library.

- 1) He can do the job.

\_\_\_\_\_

- 2) My father borrowed the book from the library yesterday.

\_\_\_\_\_

- 3) The professor asked the students a very difficult question.

\_\_\_\_\_

\_\_\_\_\_

- 4) Her parents gave her a new bike on her birthday.

\_\_\_\_\_

\_\_\_\_\_

- 5) People in many countries speak English as their second language.

## Suggested Answers

### 1. Complete the following sentences according to the Chinese in the brackets.

- |                          |                       |
|--------------------------|-----------------------|
| 1) is coming             | 2) spent your holiday |
| 3) the new term's coming | 4) share              |
| 5) happiness and joys    |                       |

### 2. Put the following sentences into the passive voice.

- The job can be done by him.
- The book was borrowed from the library yesterday (by my father).
- The students were asked a very difficult question.  
A very difficult question was asked for the students (by the professor).
- She was given a new bike on her birthday (by her parents).  
A new bike was given to her on her birthday (by her parents).
- English is spoken in many countries as their second language.



## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

(1) I'd like to go back home and spend the long holiday with my parents. 我想回家和父母一起度过这个假。

spend “度过，消磨时间”。例如：

How do you spend your spare time? 你怎么样度过空暇时间？

“人 + 花费（时间、金钱等）+ on sth. / (in) doing sth.”。例如：

I spend a lot of time (in) cleaning the house. 我花很多时间打扫房子。

(2) People usually begin preparing for it a week before the festival. 人们通常在节日的一周前开始准备。

一般来说，begin to do 和 begin doing 可以互换，但在以下三种情况下，只能用 to do。

① 主语不是指人，而是 it 等。例如：

It began to rain. 开始下雨了。

② begin 后接表示心理活动的词，如 begin to know /believe/ wonder/ think 等。

③ begin 本身是 ing 形式，为避免重复后接 to do，即 beginning to do  
... (some time) before ... 指的是在表示在.....之前多长时间。例如：

I returned home two days before the Mother's Day. 我在母亲节前两天回家了。

before 在这里是介词，意思是在... 之前，如 the day before yesterday 前天。

Don't stand before me. 不要站在我的前面。

(3) As to our family, we have a family reunion on Lunar New Year's Eve every year. 说起我们家, 我们每年在除夕之夜家人团聚。

“on Lunar New Year's Eve” 在除夕之夜。on 在这里表示事情发生的时间, 表示一整天或具体的半天, 如 on Sunday 在星期日; on August 1 在八月一日; on a rainy morning 在一个雨天的上午。

(4) At midnight, we have some Jiaozi and set off crackers and fireworks to welcome the New Year's coming. 在午夜, 我们吃饺子、燃放烟花炮竹以迎接新年的到来。

coming 动词-ing 形式短语在这里作为名词使用作宾语。也可以作为宾语补足语、主语、表语或定语等。例如:

I saw him *coming* towards me. 我看到他朝我走来。(作为宾补)

*Seeing* (主语) is *believing* (表语). 眼见为实。

This is a *swimming* pool. 这是一个游泳池。

(5) People try to make the New Year full of joys so that they may get good luck in the coming year. 为了来年好运, 人们想尽办法使新年充满欢乐。

so that 引导目的状语从句。例如:

My teacher speaks loudly so that everyone can hear clearly. 教师大声地讲话是为了每个人都能听清楚。

so that 与 so...that 的区别如下。

① so that 与情态动词连用表示以便, 为了的意思, 表目的。例如:

I read more books so that I can catch up with my classmates. 我读更多的书, 以便我能赶上我的同学。

② so that 可以和 in order to do sth. 互换。如上述句子也可以说: I read more books in order to catch up with my classmates.

③ so...that 是表示如此……以至于……表结果。例如:

I was so tired that I went to bed as soon as I had the supper. 我太累了, 以至我一吃完晚饭就去睡觉了。

(6) With the whole family together, we share the happiness and the great joy, having delicious food, playing games, singing and dancing and watching the wonderful TV programs for the Spring Festival on CCTV. 我们全家人聚在一起, 吃着美味佳肴, 做游戏、唱歌、跳舞、观看中央电视台精彩的春节节目, 共享幸福和欢乐。

having...是动词-ing 短语作为伴随状语。例如:

The little boy stood there, crying loudly. 那个小男孩站在那儿, 大声地哭。

share...with 的用法举例。

share A with B

(1) 与 B 分享 A, 例如:

Let's share the last cake. 咱们分了这最后一块蛋糕。

A true friend is someone who can share happiness and sorrows with you. 一个真正的朋友是那个和你分享喜悦和忧愁的人。

(2) 与 B 共有或合用 A, 例如:

Will you share the pen with me? 我能与你合用你的笔吗?

## 二、背景知识

### 1. 春节的来历

现代民间习惯上把过春节又称为过年。其实, 年和春节的起源是很不相同的。

古时候, 有一种叫作“年”的凶猛怪兽, 每到腊月三十, 便窜村挨户, 觅食人肉, 残害生灵。有一个腊月三十晚上, “年”到了一个村庄, 适逢两个牧童在比赛牛鞭子。“年”忽闻半空中响起了啪啪的鞭声, 吓得望风而逃。它窜到另一个村庄, 又迎头望到了一家门口晒着件大红衣裳, 它不知其为何物, 吓得赶紧掉头逃跑。后来它又来到了一个村庄, 朝一户人家门里一瞧, 只见里面灯火辉煌, 刺得它头昏眼花, 只好又夹着尾巴溜了。人们由此摸准了“年”每隔三百六十五天窜到人群聚居的地方, 且怕响、怕红、怕光的弱点, 便想到许多抵御它的方法, 在门上抹上红的东西, 燃放鞭炮, 每家每户都提前做好晚饭, 除了要全家老小围在一起用餐表示和睦团圆外, 还须在吃饭前先供祭祖先, 祈求祖先的神灵保佑, 平安地度过这一夜, 吃过晚饭后, 谁都不敢睡觉, 挤坐在一起闲聊壮胆。这就逐渐形成了除夕熬年守岁的习俗。

我国古代民间虽然早已有过年的风俗, 但那时并不叫作春节。因为那时所说的春节, 指的是二十四节气中的“立春”。

在南北朝时则把春节泛指为整个春季。据说, 把农历新年正式定名为春节, 是辛亥革命后的事。由于那时要改用阳历, 为了区分农、阳两节, 所以将农历正月初一改名为“春节”。

### 2. 圣诞节的来历

圣诞节是在西方最受重视、最重要的节日。圣诞节原是基督徒为庆贺耶稣诞辰而定的一个节日。据《圣经》中说, 在基督出生前, 罗马皇帝奥古斯都有旨意下来, 叫天下人都报名上册。因此大家都要回到老家, 按照本族本家登记注册。圣母玛利亚的丈夫约瑟本是犹太大卫家的人, 于是他们离开拿撒勒城, 回到伯利恒居住。可是当他们到达伯利恒时, 城中的客店已全都客满, 无处安身, 只好暂时栖息在马棚里。深夜, 耶稣降生在马棚中, 这里连块干净的地方也找不到, 圣母玛利亚不得已只好把耶稣放在马槽里。这天夜里, 天使光临到伯利恒郊外, 向守护羊群的牧人报告了这一喜讯。与此同时, 东方有三位贤士发现天上有一颗新星, 他们在这颗星的指引下来到伯利恒, 找到了耶稣和他的母亲玛利亚, 并送上许多黄金和乳香等珍贵礼品。

圣诞节的庆祝活动也从 12 月 24 日夜间开始。这一夜就被称为圣诞夜。

### 3. 复活节的来历

据《新约全书》记载, 耶稣被钉死在十字架上, 第三天复活, 复活节因此得名。复活节是仅次于圣诞节的重大节日, 在春分(3 月 21 日)当日见到满月或过了春分见到第一个满月之后, 遇到的第一个星期日即为复活节。因此, 节期大致在 3 月 22 日至 4 月 25 日之间。对于孩子们来说, 没有比复活节彩蛋或巧克力蛋更重要的了。复活节早上, 有的家里把早餐



用的蛋分放在几个盛有不同颜色的植物染料的锅里煮，这样，端上来的蛋不再是白色或浅棕色的，而是黄色、粉红色、蓝色或绿色的。圣诞节一过，复活节巧克力蛋便在糖果店里摆出来了。复活节彩蛋是为了给人们带来快乐——确实如此！这些彩蛋精美漂亮且富有装饰性，它们代表着人们的美好心愿，并与人们分享季节更替的喜悦。

#### 4. 感恩节的来历

感恩节是北美洲独有的节日，始于 1621 年。1863 年，美国总统林肯将它定为国家假日，并且规定每年 11 月的第四个星期四为美国的感恩节。感恩节有四天假期。借着长假，很多人都会赶回家庆祝佳节，所以，美国感恩节的热闹程度绝不亚于中国的中秋节。

17 世纪初，英国的清教徒遭到迫害。1620 年 9 月，102 名清教徒登上“五月花”号帆船，于 12 月 26 日到达了美国的普利茅斯港，准备开始新的生活。然而，这些移民根本不适应当地环境，第一年冬天过后，只有 50 人幸存。第二年春天，当地印第安人送给他们很多必需品，并教会他们如何在这块土地上耕作。这一年秋天，移民们获得了大丰收，11 月底，移民们请来印第安人共享由玉米、南瓜、火鸡等制作的佳肴，感谢他们的帮助，感谢上帝赐予了一个大丰收。自此，感恩节成为了美国的固定节日。



## 练习册指导 (Teaching Guide for the Workbook)

### Suggested Answers

#### I. USEFUL WORDS AND EXPRESSIONS

##### 1. Match the festivals with the dates.

1) b 2) c 3) d 4) e 5) f 6) g 7) h 8) i 9) a

##### 2. Complete the following sentences according to the Chinese in the brackets.

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1) is coming                      | 2) spent my holiday         |
| 3) As to                          | 4) the New Year's coming    |
| 5) set off crackers and fireworks | 6) dress up                 |
| 7) happiness and joys             | 8) At midnight              |
| 9) the lucky money                | 10) On Lunar New Year's Eve |

#### II. Practice of Structures

##### Put the following sentences into the passive voice.

- 1) All the money has been spent.
- 2) My bike was lost yesterday.
- 3) About thirty English words will be learnt tomorrow morning.
- 4) The students were asked a very difficult question.

A very difficult question was asked for the students (by the teacher).

- 5) I was given a watch (by my grandfather).  
A watch was given to me (by my grandfather).
- 6) My homework must be finished on time.
- 7) He was made to work all day.

### III. READING TASK

**1. Read the following passage and complete the sentences with expressions in the passage.**

- 1) President Abraham Lincoln named the last Thursday in November as Thanksgiving Day.
- 2) The first American Thanksgiving Day was celebrated in 1621.
- 3) The Pilgrims went to America because they wanted to escape from religious persecution in England.
- 4) The name of the ship that carried the Pilgrims was Mayflower.
- 5) In the first winter, the Indians gave the Pilgrims gifts and helped them how to hunt, fish and plant their crops.
- 6) Now besides America, people in Canada and some other countries also celebrate Thanksgiving Day.

**2. Choose the best answer for each blank to complete the following passage.**

#### **Suggested Answers**

- 1) A 2) B 3) C 4) D 5) D 6) C 7) B 8) A 9) A 10) B

### IV. LISTENING TASK

**Listening text and the answers:**

*A newspaper journalist (记者) is reporting (报道) how people celebrate the Mid-autumn Festival in a supermarket (超市).*

- A:** a newspaper journalist  
**B:** a male shopper, middle-aged  
**C:** a female shopper, in her fifties  
**D:** a boy, teenager

**A:** Excuse me, sir. I'm a newspaper reporter. I'm reporting how people celebrate the Mid-autumn Festival. Can you answer some questions?

**B:** Sorry, you see, I'm in a hurry. I can't answer your questions.

**A:** It's all right. ...

**A:** Excuse me, Madam. I'm a newspaper reporter. I'm reporting how people celebrate the Mid-autumn Festival. Can you answer some questions?

**C:** Yes.

**A:** Are you shopping for the Mid-autumn Festival?

**C:** Yes. I'm buying food for our big dinner tonight.

**A:** Thanks. What else are you going to do to celebrate the day?

**C:** Well, a lot of things, visiting my parents, sending gifts to my friends, and calling my son in Beijing tonight.

**A:** Very well, thank you. ...

**A:** Excuse me, I'm a newspaper reporter. I'm reporting how people celebrate the Mid-autumn Festival. Can you answer some questions?

**D:** What? Are you talking to me? What are your questions?

**A:** How do you celebrate the Mid-autumn Festival?

**D:** Oh, me? Nothing.

**A:** I mean your family?

**D:** My family? We'll eat mooncake. I don't like them very much actually. They are often too sweet.

**A:** Very good. Thank you for your answer.

**Listen to the dialogue and decide whether the following statements are true (T) or false (F).**

1) T    2) F    3) T    4) T    5) F

## V. SPEAKING TASK

**1. Choose the sentences from the box to complete the following dialogue.**

1) E    2) D    3) G    4) A    5) B    6) F    7) C

**2. Thanksgiving Day is coming. Talk with your partner whom you want to thank. The following sentence patterns may help you.**

**Sample:**

I want to thank mother for her taking care of me.

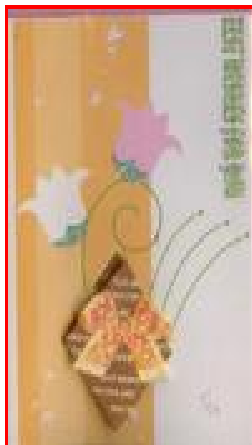
I want to give thanks to my teacher for his helping me.

I am thankful to my deskmate for lending money to me.

## VI. WRITING TASK

**Send your friend, Jack, a card to celebrate his success.**

**Sample:**



Dear Jack,

Congratulations on your success!

Yours,  
Lucy



## 参考译文

### 春 节

春节就要来了。我想回家和父母一起度过这个长假。

春节是中国的阴历年。它是在阴历的一年的第一天，是中国及亚洲国家人们最喜爱的节日，就像西方的圣诞节。多数家庭欢聚在一起，和父母一起庆祝春节。人们通常在节日前一周开始做准备。他们清扫房屋意味着除去过去一年所有的晦气。他们准备各种各样的中国传统的食品，为孩子买来新衣服，在院子里挂上红灯笼，在窗户上贴上多彩的窗花，在门的两边贴上春联。为了来年的好运，人们想尽办法使新年充满欢乐。

说起我们家，每年在除夕之夜全家团聚。我们的家庭成员通常是从不同地方赶到爷爷奶奶家，一起庆祝春节。我们全家人聚在一起，吃着美味佳肴，做游戏、唱歌、跳舞、观看中央电视台精彩的春节节目，共享幸福和欢乐。在午夜，我们吃饺子，燃放烟花爆竹以迎接新年的到来。

在大年初一的早上，我们早早地起床，穿上新衣裳，首先去给家中的长辈拜年，然后再向亲朋好友表达美好的祝福。孩子们总是很高兴，因为可以从长辈那里得到压岁钱。

我们可以享受到家庭的幸福和温馨，同时也能从春节的欢乐中学到许多中国的传统文化。



类别	要求掌握的语言知识和语言能力要点
话题	Basic knowledge about friendship
词汇	friendship, real, writer, just, plant, seed, grow, patient, complaint, selfish, however, common, quarrel, even, case, then, try, upset, apologize, simply, start, simple, apology, smile, wrong, correct, progress, congratulate, success, carry, stay,
短语	make friends, take care of, have a bad time, do one's best, get angry with ..., talk about, in a different way, a good starting point in fact, make progress, congratulate ... on...
功能	<p>(1) 提供帮助及应答</p> <p>Shall I ...? OK.</p> <p>Can I ...? Right.</p> <p>I will .... Yes, please.</p> <p>Let me.... Thank you.</p> <p>Would you like me to...? Thanks.</p> <p>It's kind of you ...</p> <p>What can I do for you? No, thanks.</p> <p>Anything else I can do for you? No, thank you.</p> <p>Do you want me to ...? I can manage it myself.</p> <p>I can do it myself.</p> <p>All the same.</p> <p>(2) 感谢及应答</p> <p>Thank you very much. You're welcome.</p> <p>Thanks a lot. It's a pleasure.</p> <p>Thanks for ... My pleasure.</p> <p>It's very kind of you to ... Not at all.</p> <p>Thank you for ... It's /That's all right.</p>

语法	<p>(1) 句子成分 (主语、谓语、宾语、定语、状语、表语、补语)</p> <p><i>Reading in bed</i> (主语) <i>is bad for our eyes</i> (表语) .</p> <p>Did you <i>enjoy</i> (谓语) <i>the English evening</i> (宾语) ?</p> <p>The book <i>on the desk</i> (定语) is Jack's.</p> <p>We were having a meeting <i>at eight yesterday evening</i> (状语) .</p> <p>She thought it <i>easy</i> (补语) to finish the work, in fact, it wasn't at all.</p> <p>(2) 句子的种类</p> <p>She goes to school on foot every day. (简单句)</p> <p>Get up now, or you'll be late for school. (并列句)</p> <p>They are sure to succeed in the end if they work hard. (复合句)</p> <p>She is always ready to help others. (陈述句)</p> <p>What is the name of the flower? (疑问句)</p> <p>Raise your hands please if you have any questions. (祈使句)</p> <p>What a beautiful garden it is! (感叹句)</p>
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## 教学建议 (Suggested teaching notes)

### 一、单元内容分析

本单元的中心话题是“友谊”。本单元的语言知识和技能都是紧密围绕这一主题设计展开的。

#### (一) “热身” (Warming Up)

“热身”部分提供了四幅图片。一幅是两人争吵的图片，另外三幅是帮助别人的图片。这些图片的设计是为了首先让学生对课文内容有所了解。然后指导学生用所掌握的英语知识展开讨论。在学生讨论过程中教师可适当的给予指导。如提示学生如何用英语致谢、如何提供帮助。

#### (二) “阅读” (Reading)

“阅读”部分是一篇介绍友谊的文章。全文共分三大段，第一段简单地介绍了交朋友容易，保持友谊难；第二段 (2~4 自然段) 介绍了朋友间容易出现的问题及解决方法；第三段为总结，友谊对我们所有的人来说都是重要的。

#### (三) “读后” (Post-Reading)

##### 1. 阅读理解 (Reading Comprehension)

“阅读理解”部分设置了一个练习，主要用来帮助学生更好地理解课文的内容。要求学

生依据课文内容完成下列句子。这个练习主要检查学生对整篇课文的理解情况及对课文中所出现词汇、短语及重点句型的掌握情况。

## 2. 热点词汇与短语训练 (Useful Words & Expressions)

“词汇学习”部分主要用来帮助学生更好地掌握课文中的词汇和短语，有两项练习，练习1要求学生用课文中学到的词汇和短语的正确形式填空，这个练习主要检查学生对词汇的掌握情况。练习2要求学生根据课文内容填空，主要是考查学生对课文热点词汇的掌握情况及灵活运用能力。

## (四) “听力” (Listening)

“听力”部分是两个同学一起看望一生病学生的对话。设计了一个练习。由于学生对这些内容比较熟悉，所以采用填空的形式。学生首先听一遍录音，然后重述所听内容，听后填写所听内容。最后一遍核对答案。学生如能通过听录音熟记所听内容并能在课堂上表演，就达到了预期的效果。

## (五) “说” (Speaking)

“说”部分首先给出功能句型，并给学生一个对话样本。让学生用所给功能句型，仿照对话编出相应的对话并进行表演。学生在表演过程中如能把提供帮助及应答、感谢及应答等所学句型融合在一个对话里，效果将更好。这样不仅满足了学生的表现欲，调动了学生的学习积极性，也增强了学生的参与意识，提高了他们学习英语的兴趣。

## (六) “写作” (Writing)

“写作”部分要求学生写一个通知。这部分要求学生用所掌握词汇、句型写作，做到无语法错误、内容新颖。

## (七) “语法” (Grammar)

“语法”部分帮助学生了解、熟悉并掌握句子成分和句子的种类。教师可设计一些趣味性的练习，如让学生采用词汇接龙、连词成句等练习，以增强语法课的趣味性。

## (八) “小结” (Summing Up)

“小结”部分涉及四项内容：让学生总结所掌握的常用动词；让学生总结所掌握的名词；让学生总结所掌握的常用词组；让学生总结所掌握的新的语法项目。

本单元涉及的要点如下。

(1) 学习并初步掌握本单元“教学目的和要求”中的词汇和短语，并掌握如何用英语提供帮助及表示感谢。

(2) 学习并掌握句子成分和句子的种类。

# 二、教学建议与参考

## (一) 热身

教师可首先组织同桌阅读“热身”部分的有关内容，也可提几个问题让学生回答，或者

让学生通过相互提问来呈现“热身”部分的内容。本部分的图片是两人争吵和帮助别人的图片。可以提示学生如何用英语向别人提供帮助，让学生用所掌握的英语知识展开讨论。在学生讨论过程中教师可适当给予指导。

首先教师可以让学生相互提问来呈现“热身”部分的内容。

例如：Picture 1

What are they doing?

Do they have different opinions about something?

Picture 2

Why do the students go to see the old?

Picture 3 & Picture 4

What would they say when they offer others help?

然后，引导学生归纳总结。例如：

What sentences are often used to offer help?

What sentences are often used to express thanks?

What responses are used?

Offers (提供帮助)	Responses (回答)
Shall I ...? Can I ...? I will .... Let me.... Would you like me to...? What can I do for you? Anything else I can do for you? Do you want me to ...?	OK. Right. Yes, please. Thank you. Thanks. It's kind of you .... No, thanks. No, thank you. I can manage it myself. I can do it myself. All the same.

Thanks	Responses
Thank you very much. Thanks a lot. Thanks for ... It's very kind of you to ... Thank you for ...	You're welcome. It's a pleasure. My pleasure. Not at all. It's /That's all right.

### Suggested Answers

Exercise 1:

1) C    2) D    3) A    4) B



## (二) 阅读

### 1. 本课的阅读目的

(1) 让学生进一步学习使用恰当的阅读方法与技能，如细读、总结、归纳内容的能力，猜测词义的能力等。

(2) 学习使用论述友谊的句子。

(3) 学习并掌握本课的词语、表达方式及语法结构。

### 2. 本课的教学步骤

(1) 要求学生独立阅读课文，仔细理解课文第一、二句的意思，掌握段落大意。对于阅读过程中出现的生词，学生可根据上下文猜测词义，也可暂时忽略。当然也可首先教一些生词，以帮助学生理解。

此外，教师也可设计一些问题，让学生在阅读时参考。例如：

What is friendship?

How many true friends do you have?

Do you quarrel sometimes when you have different ideas about something?

Can you share both happiness and troubles?

Is friendship important for you?

(2) 两人一组开展交流讨论、相互问答，以加深对阅读内容的理解，特别是对各段头两句的意思的理解。小组代表发言，全班交流。

(3) 学生对自己不懂的词语、句子提问，征求答案。教师可首先针对学生的问题进行简要地讲解，也可就课文中的某些内容提问，以检查了解学生的理解情况，最后教师再进行讲解归纳。例如：

“Making friends is just like planting a tree. You have to plant the seed and take care of it to make it grow.”

If your friend has a bad time, you should listen to his or her complaints and do your best to help him or her.

Good friends should share their happiness and also share their troubles.

Well, it is important to understand why a friend gets angry with you when you say something.

If you know what makes your friend angry, then you can try to talk about the problem in a different way.

If friends are angry with each other and say something bad because they are angry, they often find it difficult to apologize after a quarrel.

In fact, when you are in trouble, your friends will help you; when you are ill, your friends will take care of you; when you do something good to others, your friends will give you happy smiles; when you do something wrong, your friends will help you to correct it; you will make progress with the help of your friends and your friends will congratulate you on your success.

(4) 通过以上步骤，在学生初步掌握文章整体脉络后，再让学生细读课文，捕捉具体信息细节，归纳课文大意与段落大意，加深对文章的理解。

(5) 在学生对课文有了整体与细节的理解之后，让他们再次听录音欣赏全文。同时，也

可引导学生再次阅读课文，以加深他们对课文中的整体脉络与重要细节的把握，以达到全面深刻领会文章的目的。通过听课文录音，跟读模仿，帮助学生建立音、形、意方面的联系。让学生进一步领会全文。

(6) 讲解、练习课文中的语言知识。除了帮助学生学习和逐步掌握本课的词汇和短语，要提示学生在阅读过程中，注意句子成分和句子种类的意义与用法，随时做一些归纳总结，设计最基本的练习。词汇的讲解应密切结合上下文，明确其意义与搭配关系，系统的归纳可放在以后进行。可以让学生分析课文里每个句子的句子成分，指出每句的句子种类。这样，学生可以在理解过程中观察它们的用法，并密切结合初中阶段这方面的知识。详细讲解可结合语法部分进行。

### (三) 阅读理解

“阅读理解”部分设计的练习都紧扣课文内容，以帮助学生在阅读中掌握段落大意与文章的细节，学生应当在阅读过程中或阅读后独立完成这些练习。教师可通过提问，检查学生的理解情况，并适时地给予指导。

## Suggested Answers

### I. Reading Comprehension

#### 1. Complete the following statements with words or expressions in the text.

- |   |  |
|---|--|
| 1) like planting, take care of it to make it grow | 2) kind, patient                               |
| 3) listen to, do your best                        | 4) happiness, troubles                         |
| 5) get angry with, different ideas                | 6) makes your friend angry, in a different way |
| 7) I am sorry                                     | 8) in trouble, take care of                    |
| 9) congratulate, on                               | 10) find, keep                                 |

### (四) 词汇学习

“词汇学习”部分的练习与阅读课文联系密切。做练习 1 时可首先让学生独立完成，再进行小组核对，确定答案后。教师可举例说明词汇的意义与用法，再让学生读写以加深印象。当然，在词汇教学中，还可以采用“描述”的办法来帮助学生掌握。例如：

When your friends are in trouble, you'll try your best to get out of trouble.

做练习 2 时，需要提醒学生注意的是短文内容与课文密切相关，但又不是照抄原文。所以学生必须首先读懂短文内容，再用合适的词填空。

## Suggested Answers

#### 1. Complete the following sentences with the correct forms of the words or expressions in the box.

- 1) each other    2) get angry with    3) in a different way    4) share, with    5) take care of  
6) are talking about    7) In fact    8) make friends    9) in such case    10) make progress

#### 2. Complete the following passage with the words or expressions in the text.

in trouble, ill, something good, happy smiles, something wrong, correct, make progress, on,

success, important

### (五) 听力

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如:

How do people greet each other when they meet?

What would people respond to others' offer?

(2) 首先组织学生听录音, 然后让学生独立做练习, 再次听录音, 核对答案。

(3) 让学生重述所听内容, 进行听音模仿, 教师进行示范指导。

(4) 学生表演所听对话。

#### Listening Text and the Answers:

**Wang Lin sees Li Ming going outside the school gate.**

Wang Lin: Hi, Li Ming.

Li Ming: Hi, Wang Lin.

Wang Lin: Where are you going?

Li Ming: I'm going to the bus stop to meet my friend, Zhang Ming.

Wang Lin: What time?

Li Ming: At five this afternoon.

Wang Lin: Would you like me to go there with you?

Li Ming: Great! Are you free now?

Wang Lin: Sure!

Li Ming: Let's go.

Wang Lin: How long will he stay here?

Li Ming: Only three days. I'll show him around our city. Hope he'll enjoy his stay here.

Wang Lin: Good idea!

### (六) 说

“说”部分的要求是学生应把握本单元的功能句型, 即“提供帮助及应答、感谢及应答”, 尽可能使用课本中所提供的句型结构。牢记所学句型, 把所掌握句型灵活地运用到现实生活中去。

“说”的教学步骤建议如下。

(1) 让学生在 3 分钟内记住提供帮助及应答、感谢及应答的句型结构。

(2) 指导学生正确使用方框里的句型结构。

(3) 两人一小组开始编对话。

(4) 让同学上台表演对话, 教师进行点评。

(5) 如有可能, 要求学生把对话中的关键句型写下来。

#### Sample:

**Zhang Fan is carrying some books to the dormitory. Li Ming offers to help him.**

**Li Ming:** Hi, Zhang Fan. What are you doing now?

**Zhang Fan:** I'm carrying these books to the dormitory.

**Li Ming:** Shall I help you?

**Zhang Fan:** OK, thank you. This way, please.

**Li Ming:** All right.

### **Sample Dialogues**

Wang Lin: Hi, Zhang Fan. What are you doing here?

Zhang Fan: I'm carrying this box to the teachers' room.

Wang Lin: Shall I help you?

Zhang Fan: No, thanks. I can do it myself.

Wang Lin: Hi, Zhang Fan. What are you doing here?

Zhang Fan: I'm turning on the TV.

Wang Lin: Let me help you.

Zhang Fan: It's very kind of you to say so.

Wang Lin: It's OK now.

Zhang Fan: Thank you very much.

Wang Lin: It's a pleasure.

Wang Lin: Hi, Fang Mei. What are you doing?

Fang Mei: I'm opening the windows.

Wang Lin: Shall I help you?

Fang Mei: Yes, please. Open the windows facing the south.

Wang Lin: Anything else?

Fang Mei: No, thank you.

Wang Lin: My pleasure.

Wang Lin: Hi, Zhang Fan. What are you doing?

Zhang Fan: I'm cleaning the blackboard.

Wang Lin: Anything I can do for you?

Zhang Fan: No, thanks. I can manage it myself.

### **(七) 写作**

“写作”部分的要求如下。

英语通知主要包括六大部分，类型、参赛人（或主办方、主讲人等）、时间、地点、主办单位和注意事项。领会通知的大意和细节。学会用所掌握的词汇、句型写通知。

“写作”的教学步骤建议如下。

- (1) 明确要求，组织学生两人一组进行讨论。
- (2) 帮助学生明确英语通知的要素。
- (3) 说明通知应包括的中心思想和相关细节。

- (4) 教师可多提供几篇范文，以帮助学生加深理解。
- (5) 学生独立完成写作练习。
- (6) 学生完成后，教师可选择几个学生的作文在全班交流（使用投影、板书或学生口述等），并分析讲解。
- (7) 交流后，学生各自修改定稿。

### Sample:

### Notice

Dec. 19, 2013

An English evening is to be held in the school hall at 7:30 P.M. on Wednesday, December 24, 2013 to celebrate the coming Christmas Day. There are different kinds of interesting performances. The admission is two yuan each. Everyone is welcome.

The Students' Union

### （八）主题任务

根据本单元的中心话题，建议设计以下任务型教学活动。

任务 1：写一篇“论友谊”的短文。

活动内容：如何准备“论友谊”的短文。

活动形式：个人活动、两人小组活动、小组活动、全班活动。

语言知识要求：本单元的词汇和句型。

语言技能要求：听、说、读、写。

主题活动教学建议步骤如下。

(1) 明确所写要求。“论友谊”这篇短文，内容要简练。只使用本单元及以前各单元所学词汇和句子结构。

(2) 列出提纲，首先简单介绍一下自己对友谊的理解。

(3) 确定所写内容，小组交流信息、讨论，决定具体的写作内容。

(4) 全班交流，互相提出修改的建议，进一步完善。

(5) 定稿，全班交流，组织评比。

(6) 小结。检测学生对“论友谊”这篇文章要点的掌握程度；谈谈此次活动的收获与体会。首先在小组内讨论交流，再选代表全班交流。最后，评选出最佳作品。

任务 2：了解如何交真正的朋友

活动内容：介绍自己的朋友

活动形式：个人活动、小组活动、交流。

语言知识要求：充分利用已掌握的词汇和语法。

语言技能要求：听、说、读、写。

活动步骤如下。

(1) 具体任务。明确分工，收集有关朋友的材料。

(2) 小组活动。学生在小组内将收集的材料交换阅读，也可事前通过 E-mail 交流，讨论并提出修改建议。

(3) 个人修改。

(4) 全班交流展示，进行评议。

### (九) 语法

“语法”部分涉及的要点包括：句子成分和句子种类。在教学中，建议注意以下几点。

(1) 利用课文中相关的句子解说基本概念，包括主语、谓语、宾语、定语、状语、补语和表语的含义、句子种类及其用法等。

(2) 补充材料：句子结构 (Sentence Structures)。

英语中常用的五种句子结构如下。

① 主语+系动词+表语：This is our school. 这是我们学校。

② 主语+谓语+状语：He goes to school on foot every day. 他每天步行上学。

③ 主语+谓语+宾语：That student likes swimming. 那个学生喜欢游泳。

④ 主语+谓语+间接宾语+直接宾语：Tom bought his mother some roses. 汤姆给他妈妈买了些玫瑰。

⑤ 主语+谓语+宾语+宾语补足语：We will keep the classroom quiet. 我们会保持教室安静的。

(3) 要求学生学会简单句、并列句和复合句之间的区别。例如：

Sorry, the computer is down. 对不起，计算机坏了。(简单句)

Jack is reading and Nancy is listening to MP3. 杰克在看书，而南希在听 MP3。(并列句)

He was late for class yesterday because he didn't catch the early bus. 他昨天因为没赶上早班车而迟到。(复合句)

(4) 要求学生掌握陈述句、疑问句、祈使句和感叹句的含义及用法。

There is no TV set in our classroom. 我们教室没有电视机。(陈述句)

What is the weather like today? 今天天气如何？(疑问句)

Don't play with fire. 不要玩火。(祈使句)

What clean rooms they are! 多干净的房间呀！(感叹句)

### Suggested Answers

#### 1. change the following sentences into negative and interrogative ones.

1) He didn't have a good time at the party last Saturday.

Did he have a good time at the party last Saturday?

2) She isn't from the north of China.

Is she from the north of China?

3) We won't go to Shanghai to spend our holiday soon.

Will you go to Shanghai to spend your holiday soon?

4) There aren't any famous Chinese books on his desk.

Are there any famous Chinese books on his desk?

5) They are not going to visit the Great Wall next week.

Are they going to visit the Great Wall next week?

6) Food, air and clothes aren't necessary for life.

- Are food, air and clothes necessary for life?
- 7) She hasn't been to the West Lake before.  
Has she been to the West Lake before?
- 8) They weren't playing games on line at eleven last night.  
Were they playing games on line at eleven last night?
- 9) Jack isn't having a Chinese lesson now.  
Is Jack having a Chinese lesson now?
- 10) Wang Lin can't send text messages.  
Can Wang Lin send text messages?

## 2. Ask questions about the underlined words.

- 1) What is she doing in her room?
- 2) Who is showing his friends around the park?
- 3) Where is their classroom?
- 4) How many students are there in your class?
- 5) Which building is your school library?
- 6) What makes the trees grow quickly?
- 7) When did Mary go to Beijing on business?
- 8) How long have they worked on the computer?
- 9) How does Wang Li go to school every day?
- 10) Whose computer has been down for a long time?

## 三、教学评价建议

### (一) 自我评价

Think about this unit and then complete the following form. Now rate yourself on a scale of five: one being low and five being high, and put it into your portfolio.

Things I can do	Evaluation				
I can understand the reading passage and the listening material.	5	4	3	2	1
I've learned some basic knowledge about friendship.	5	4	3	2	1
I've learned how to offer help and express thanks.	5	4	3	2	1
I can talk about my good friends in English.	5	4	3	2	1
I can make a short speech.	5	4	3	2	1
I can write an announcement.	5	4	3	2	1
I can understand, spell and use the new words and expressions in this unit.	5	4	3	2	1
I can understand the sentence patterns and write new sentences with them.	5	4	3	2	1

Things I can do	Evaluation				
I have learned the grammar items Members of the Sentence and Types of Sentences and can use them correctly.	5	4	3	2	1
I still need more practice in _____.					

## (二) 测试性评价

**1. Complete the following sentences with the words and expressions in the text.**

- 1) Your friends will help you when you are \_\_\_\_\_.
- 2) \_\_\_\_\_ is just like planting a tree.
- 3) \_\_\_\_\_ yourself while you are on business.
- 4) True friends should share both \_\_\_\_\_ and \_\_\_\_\_.
- 5) Your friends will be happy when you do \_\_\_\_\_ to others.
- 6) The best way to apologize after a quarrel is simply to start by telling “\_\_\_\_\_” to each other.
- 7) —It is hard for me to learn English well.  
—\_\_\_\_\_, you are making progress every day!
- 8) You may have a try in \_\_\_\_\_ if you can't work out the problem this way.
- 9) Nancy's father is easy to \_\_\_\_\_, so he has few friends.
- 10) I'm really busy at the moment. We may \_\_\_\_\_ it later.

**2. Change the following sentences according to the requirements.**

- 1) They are having cooking lessons in the skill training centre. (对画线部分提问)
- 2) Jack came to China to learn Chinese a month ago. (对画线部分提问)
- 3) We have learned English for ten years. (对画线部分提问)
- 4) It's Nancy's computer. (对画线部分提问)
- 5) The boys are playing football on the playground. (对画线部分提问)
- 6) That athlete ran very fast. (变感叹句)
- 7) The computer is a wonderful machine. (变感叹句)
- 8) Practice the piano in the evening. (变否定句)
- 9) There is some water in the bottle. (变否定句)
- 10) My grandfather teaches maths in a medical college. (变疑问句)

**3. Complete the following dialogue.**

*Jack and Nancy are deskmates. Jack is in trouble now.*

Nancy: Jack, \_\_\_\_\_ 1 \_\_\_\_\_? You seem to have met some troubles. Anything I can do for you?

Jack: No, thanks. \_\_\_\_\_ 2 \_\_\_\_\_.

Nancy: Perhaps I can lend you a hand.

Jack: \_\_\_\_\_ 3 \_\_\_\_\_. But I think I can do it myself.

Nancy: Well, please \_\_\_\_\_ 4 \_\_\_\_\_ if you need my help.



Jack: Thank you very much, Nancy.

### Suggested Answers

#### 1. Complete the following sentences with the words and expressions in the text.

- 1) in trouble                      2) Making friends      3) Take care of      4) happiness, troubles  
5) something good      6) I am sorry              7) In fact              8) a different way  
9) get angry                      10) talk about

#### 2. Change the following sentences according to the requirements.

- 1) Where are they having cooking lessons?  
2) When did Jack come to China to learn Chinese?  
3) How long have you learned English?  
4) Whose computer is it?  
5) What are the boys doing on the playground?  
6) How fast that athlete ran!  
7) What a wonderful machine the computer is!  
8) Don't practice the piano in the evening.  
9) There isn't any water in the bottle./ There is no water in the bottle.  
10) Does your grandfather teach maths in a medical college?

#### 3. Complete the following dialogue.

- 1) What's wrong / What's the matter      2) I can manage it myself.  
3) It's very kind of you to say so.              4) let me know



## 补充参考材料 (Supplementary reference materials)

### 一、补充注释

(1) “Making friends is just like planting a tree. You have to plant the seed and take care of it to make it grow.” “交朋友就像栽一棵树。你必须首先播种，然后精心呵护使之渐渐长大。”

Making friends... “交朋友”，动词的 ing 形式作主语，planting a tree “种树”，动词的 ing 形式作介词宾语，例如：

Reading in bed is bad for your eyes. 躺在床上看书对眼睛有害。

Thank you for staying in our hotel. 感谢你入住我们酒店。

(2) If your friend has a bad time, you should listen to his or her complaints and do your best to help him or her. 如果你朋友过得不愉快，你应该倾听他（她）的抱怨，竭尽全力去帮助他（她）。  
have a bad time “过得不愉快，过得不开心”。例如：

She couldn't follow her teachers in class at first and she had a bad time. 刚开始她听不懂教师讲课，过得不开心。

have a good time “过得愉快；玩得高兴”。例如：Children always have a good time in Disneyland. 孩子们在迪斯尼乐园通常玩得很高兴。

(3) To make good friends, you cannot be selfish. 要想交到好朋友, 必须无私。

To make good friends “交好朋友”, 动词不定式短语作目的状语。动词不定式短语作目的状语, 既可放在句首, 也可放在句尾。例如:

They stopped by the roadside to have a rest. 他们停在路边休息一会儿。

(4) Good friends should share their happiness and also share their troubles. 真正的朋友是既可分享快乐也可分享麻烦的。

share *n.* “一份”。例如:

We have all done our share. 我们都尽力了。

share *v.* share (something with somebody) “分享; 共享; 合用”。例如:

Nancy shares a flat with Fang Mei. 南希和方梅合住一套房子。

trouble *n.* “问题; 忧虑; 困难; 苦恼”。例如:

Her trouble is nobody listens to her complaints. 她的苦恼是没人听她倾诉。

give (somebody) trouble “给(某人)造成麻烦(烦恼、困难)”。例如:

Sorry, I'm always giving you trouble. 对不起, 我总是给你添麻烦。

look for trouble “自找麻烦; 自寻烦恼”。例如:

Don't look for trouble. Put your heart into your study. 不要自寻烦恼。把心用在学习上吧。

take trouble doing/to do something “尽心尽力去做; 不厌其烦地做”。例如:

Our teachers always take the trouble explaining to us the difficult problems. 我们教师总是不厌其烦地给我们讲解难题。

trouble *v.* “使忧虑; 使苦恼; 打扰”。例如:

Tell me what is troubling you. Maybe I can lend you a hand. 告诉我为何事苦恼。或许我能帮你。

(5) So, what can you do in such case? 因此, 在这种情况下你又能怎么办呢?

in such case “在这种情况下”。例如:

He has no idea what to do in such case. 在这种情况下他不知道该怎么办。

in case “以防; 以防万一”。例如:

Take an umbrella with you when you go out in case it rains. 外出时带把雨伞, 以防下雨。

in that case “假如那样的话; 既然那样”。例如:

We have ended up. In that case, it is unnecessary for me to talk with you about it. 我们之间已结束。既然如此, 我也没必要再和你谈论此事了。

(6) Well, it is important to understand why a friend gets angry with you when you say something. 了解是因为你说了什么话你的朋友才会生你的气, 这一点很重要的。

to understand why a friend gets angry with you when you say something “了解是因为你说了什么话你的朋友才会你的生气”, 是本句的真正主语, it 是本句的形式主语。例如:

It is necessary for us to put what we have learned into practice. 对我们来说有必要把我们所学的知识用到实践中去。

(7) Another problem is what to do after one of them gets angry or upset. 另一个问题是其中一个朋友生气或心情不好时另一个朋友应该做些什么。

what to do 是带疑问词的动词不定式, 相当于 what a friend should do, 意为“另一个朋友

应该做什么”，在本句作表语。例如：

The problem is when to finish the work. 问题是何时能完成这项工作。

after one of them gets angry or upset“其中一个朋友生气或心情不好时”，是时间状语从句。

例如：

After he cleans his room, he goes to school. 打扫完他的房间后，他上学去了。

(8) If friends are angry with each other and say something bad because they are angry, they often find it difficult to apologize after a quarrel. 如果朋友因生气彼此迁怒于对方并且说些不该说的话，他们会发现争吵后要道歉很难。

If friends are angry with each other and say something bad because they are angry, 是条件状语从句。例如：

Come to visit our school if you are free. 有空来我们学校参观。

it 是形式宾语，真正的宾语是 to apologize after a quarrel. 又如：You'll find it hard to get along with that girl. 你会发现和那个女孩相处很难。类似用法的词有 keep, think, make, consider 等。例如：

Do you think it necessary to learn English? 你觉得有必要学英语吗？

(9) ...you will make progress with the help of your friends and your friends will congratulate you on your success. 当你在朋友的帮助下取得进步时，朋友也会为你的成功向你表示祝贺。

make progress in ... “在……方面取得进步”。例如：

You will make great progress in spoken English if you practice more. 只要你多练习，你就会有在英语口语方面取得进步。

(10) Friendship is important for us all. 友谊对我们所有的人来说都很重要。

all 是 us 的同位语，例如：

We, Jane and I, often help each other. 吉恩和我常常互相帮助。

## 二、背景知识

### How to Make Friends for Life

#### *Three Steps Towards Friendship*

**The first step** to make friends with someone is to make them like you. Give your honest and sincere opinion but do not overtly criticize or make fun of him or her.

**The second step** of making friends is to develop a mutual consideration between each other. To become best of friends you must show a genuine concern and consideration for your friend's desires and opinions.

**The third and final step** towards friendship is to show your unconditional support and encouragement towards your friend.

Friendship doesn't only provide us with emotional as well as utilitarian support but it also helps us to improve our personal identities. So it is quite natural to feel the urge to reach out and make new friends, expanding your friend's circle.



Friendship remains familiar yet quite ambiguous for our deeper understanding of this elusive relationship but then again, friends remain the most important ingredients in the recipe of life!



## 练习册指导 (Teaching Guide for the Workbook)

### I. USEFUL WORDS AND EXPRESSIONS

“词汇学习”部分主要用来帮助学生更好地掌握阅读课文中的词语。词汇学习部分的练习密切联系阅读课文。做练习 1、练习 2 时可以让学生首先独立完成，然后再进行小组核对，确定答案。教师可举例说明词汇的意义与用法，再让学生读写以加深印象。练习 3 对学生的要求更高。练习 4 主要是考查学生对本单元所出现的热点词汇、句型用法的掌握情况及灵活运用能力。

#### Suggested Answers

##### 1. Match the phrases with the pictures.

- 1) D          2) A          3) B          4) C

##### 2. Complete the following sentences with the correct forms of the words or expressions in the box.

- 1) between          2) are in trouble          3) friendship          4) does his best  
5) Congratulate...on          6) apologize to          7) do something good  
8) patient          9) had a bad time          10) quarrel

##### 3. Translate the following sentences into English with the phrases in the brackets.

- 1) You can talk about it later.
- 2) When I couldn't answer our teacher's question in class yesterday, he was very angry with me.
- 3) You can work out the problem in a different way.
- 4) Can I share your book with you?
- 5) I'll take good care of myself.
- 6) They learn from each other and help each other.
- 7) In fact, he always does his best to finish his work.
- 8) It is really difficult to make true friends.

##### 4. complete the following passage with the words or expressions in the textbook.

making friends, take care of, kind, patient, bad, complaints, do your best, happiness, troubles, meet, sorry, starting point

### II. PRACTICE OF SENTENCE STRUCTURES

“语法”部分练习 1 涉及的要点是两种句型结构，感叹句结构和祈使句结构。建议学生

在做题前首先复习一下这两种句型结构的用法。练习 2 主要练习疑问句、祈使句、感叹句和陈述句的用法。建议教师首先在黑板上写出四种具有代表性的习题，然后找四个学生写出他们的答案，再分析学生的答案，指出学生在做题过程中应注意的知识点。

### Suggested Answers

#### 1. Change the following sentences according to the requirements in the brackets.

- 1) How kind and friendly the girl is!
- 2) What a large classroom it is!
- 3) How patient Ms. Gao is with her students!
- 4) How hard they are working!
- 5) What a happy family Wang Lin has!
- 6) What clean rooms these are!
- 7) Don't open the door!
- 8) Don't clean the blackboard!
- 9) Don't read aloud in class!
- 10) Don't surf the internet!

#### 2. Fill in the blanks with "what, when, which, where, who, why, how, how many, how old, how much, how long or what time".

- |              |            |              |             |         |
|--------------|------------|--------------|-------------|---------|
| 1) How long  | 2) How old | 3) Why       | 4) Where    | 5) What |
| 6) Who       | 7) When    | 8) What time | 9) How much |         |
| 10) How many | 11) How    | 12) Which    |             |         |

### III. READING TASK

“阅读”部分设计的练习都紧扣文章内容，目的是帮助学生在阅读中掌握段落大意与文章的细节，学生应当在阅读后独立完成这些练习。教师可通过提问，检查学生的理解情况，并适时地给予指导。

### Suggested Answers

#### 1. Read the following passage and complete sentences with the expressions in the passage.

- |                           |                       |  |
|---------------------------|-----------------------|--|
| 1) play an important part | 2) get on well with   | 3) share experiences, joys and sorrows |
| 4) rely on                | 5) greatest treasures |  |

#### 2. Choose the best answer for each blank to complete the following passage.

- 1) A    2) D    3) C    4) D    5) C    6) A    7) D    8) C    9) B    10) A

### IV. LISTENING TASK

“听力”部分的教学步骤建议如下。

(1) 用问答形式熟悉所听内容。例如：

How do people greet each other when they meet?

What would people say when they show concern about others?

(2) 教师首先组织学生听录音，然后让学生独立做练习，接下来再次听录音，核对答案。

(3) 让学生重述所听内容，进行听音模仿，教师进行示范指导。

(4) 学生表演所听对话。

### Listening Text

*Liu Hong is hurrying out of the school. He meets Wang Lin and they begin their conversation.*

Liu Hong: Hello, Wang Lin.

Wang Lin: Hi, Liu Hong. Where are you going?

Liu Hong: I'm going to the hospital.

Wang Lin: What's the matter with you?

Liu Hong: Nothing with me! I'm going to see Zhang Li. He is in hospital.

Wang Lin: Let's go to the hospital together, OK?

Liu Hong: Sure.

Wang Lin: When was he sent to hospital?

Liu Hong: Last night.

Wang Lin: Is he feeling better now?

Liu Hong: I have no idea.

Wang Lin: Hope he is getting better.

### Suggested Answers

Listen to the following dialogue and decide whether the following statements are true(T) or false(F).

- 1) T      2) F      3) T      4) F      5) T

### V. SPEAKING TASK

“说”部分的教学步骤建议如下。

(1) 让学生在 3 分钟的时间内牢记本单元的功能句型，即如何提供帮助和如何表示感谢的句型结构。

(2) 指导学生正确使用方框里的句型结构；学生也可参考下面的对话模型。

(3) 两人一小组、三人一小组开始编对话；教师可参与学生的活动并适时地给予指导。

(4) 让一些同学上台表演对话，教师总结点评。

(5) 如有可能，要求学生把对话中的关键句型写下来。

**Study the model and make a dialogue with your partner. The useful expressions in the textbook may help you.**

**Model:**

**Liu Hong:** Hi, Lin Tao. What are doing here?

**Lin Tao:** I'm putting my books on the shelf.

**Liu Hong:** Anything I can do for you?

**Lin Tao:** Sure. Hand the books on my bed to me, please.

**Liu Hong:** Here you are. What about the books on the desk? Are they your books?

**Lin Tao:** Of course they are. Pass them to me, please.

**Liu Hong:** Catch!

**Lin Tao:** Thank you.

**Liu Hong:** Anything else?

**Lin Tao:** No, nothing. Many thanks.

**Liu Hong:** My pleasure.

**Sample:**

Fang Mei: What are you doing here, Nancy?

Nancy: I'm putting my winter clothes in the box.

Fang Mei: Would you like me to lend you a hand?

Nancy: It's very kind of you to say so. Pass me the coat on my bed, please.

Fang Mei: Here you are. How about this sweater?

Nancy: Give it to me, please.

Fang Mei: Here it is. Anything else?

Nancy: No, nothing. Thank you very much.

Fang Mei: You're welcome.

## VI. WRITING TASK

“写作”的教学步骤建议如下。

(1) 提醒学生通知应包括的事项。

(2) 帮助学生明确通知写作的中心思想和相关细节。

(3) 提醒学生使用已掌握词汇和句型。

(4) 教师可再提供 1~2 篇范文，帮助学生加深理解。

(5) 学生独立完成写作练习。

(6) 学生完成写作后，教师可选择几个学生的作文全班交流（如使用投影、板书或学生口述等方式），并分析讲评。

7. 交流后，学生各自修改定稿。

**Sample:**

**Notice**

**Oct. 26th, 2013**

A sport meeting is to be held on the playground next Friday. There will be twenty events. Every student is welcome to take part in the sport meeting. Students are asked to get ready.

The Students' Union



## 参考译文

### 友 谊

每个人都需要朋友。但是你怎么做才能拥有、保持真正的友谊呢？美国的一位著名作家 Sally Seamans 说：“交朋友就像栽一棵树。你必须首先播种，然后精心呵护使之渐渐长大”。

好朋友应该既友好又有耐心。如果你的朋友过得不愉快，你应该倾听他（她）的抱怨，竭尽全力去帮助他（她）。好朋友之间应该既能分享快乐，也能共同分担麻烦。

然而，有时好朋友之间的友谊也会遇到问题。朋友之间常出现的问题是当他们对某些事情意见不一致时，除了争执，他们不知道该如何交流，甚至彼此迁怒于对方。因此，在这种情况下你又能怎么办呢？要理解是因为你说了什么话使你的朋友生气，这一点很重要。如果知道是什么使你的朋友生气，你可以采取不同的方式就这个问题与他交流。

另一个问题是其中一个朋友生气或心情不好时另一个朋友应该做些什么。如果朋友之间彼此生气而且因为生气说对方的坏话，他们会发现，争吵后再赔礼道歉很难。那么请相信，吵架后道歉的最好方法就是彼此说声“对不起”，然后继续交往下去。简单的道歉就足够了，同样也是一个好的开端。

事实上，当你遇到麻烦时朋友会帮你；当你生病时，朋友会照顾你；当你为别人做好事时，朋友会回报以开心的微笑；当你做错事时，朋友会帮你改正；当你在朋友的帮助下取得进步时，朋友也会为你的成功向你表示祝贺。友谊对我们所有的人都很重要。



## Revision Two

### Suggested Answers

#### I. Listening Comprehension

**Fill in the missing words or expressions according to what you have heard.**

**Listening Text and the Answers:**

**Sam:** Tomorrow is Saturday. Shall we go sightseeing together?

**John:** Great!

**Mike:** Where shall we go?

**Sam:** What about going to the park?

**John:** Sounds good, but there will be a lot of people there.

**Mike:** How about going to the Shaolin Temple?

**Sam and John:** Good idea. How far is it?



**Mike:** It's about an hour from our school to the Shaolin Temple by bus.

**John:** When and where shall we meet?

**Sam:** Eight thirty at the gate of our school.

**John and Mike:** See you later.

## II. Practice of Words or expressions

**Complete the following sentences according to the Chinese.**

1. It's necessary    2. not, so hard as    3. go sightseeing    4. favorite    5. are good for
6. dressed up    7. lose confidence    8. was taken care of / was looked after
9. make friends    10. preparing for

## III. Fill in blanks with the proper forms of the given words.

1. have made    2. had learned    3. would come/was going to come    4. was flying
5. will be built    6. is cleaned    7. can be finished    8. longer    9. more and more
10. the most handsome

## IV. Find out one mistake in each of the following sentences and correct it.

1. We have to go without him, don't we?
2. English is different from Chinese.
3. They listened carefully in English class yesterday.
4. I want you to share my happiness with me.
5. At the beginning of class, we were asked to recite the text.
6. Don't close the window.
7. Do you often speak English at school?
8. They said that they would leave.
9. We were watching TV at seven o'clock last night.
10. Look, what a beautiful picture!

## V. Choose the correct answer to fill in the blanks.

- 1.C    2.B    3.A    4.D    5.D    6.A    7.B    8.C    9.C    10.A

## **VI. Reading Comprehension**

**Complete the sentences according to the passage and questions.**

1. speak the language.
2. making mistakes and being laughed at
3. a helpful language learning environment.
4. Try to create an environment.
5. reciting or reading



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